Access DB# 111515

SEARCH REQUEST FORM

Scientific and Technical Inf rmation Center

Requester's Full Name: Kathleen Christman Examiner #: 78182 Date: 01/05/04
Art Unit: 3713 Phone Number 308-7635 Serial Number: 09/836165
Mail Box and Bldg/Room Location: CP2 10D11 Results Format Preferred (circle): PAPER DISK E-MAIL

If more than one search is submitted, please prioritize searches in order of need.

****

Please provide a detailed statement of the search topic, and describe as specifically as possible the subject matter to be searched. Include the elected species or structures, keywords, synonyms, acronyms, and registry numbers, and combine with the concept or utility of the invention. Define any terms that may have a special meaning. Give examples or relevant citations, authors, etc, if known. Please attach a copy of the cover sheet, pertinent claims, and abstract.

Title of Invention: Automated Computer based reading tutoring systems & methods

Inventors (please provide full names): J Haynes, Daniel Fowler, Shannon Beltz

Earliest Priority Filing Date: 04/18/01

***For Sequence Searches Only* Please include all pertinent information (parent, child, divisional, or issued patent numbers) along with the appropriate serial number.**

reading training system which has a student read a passage and then summary the passage. the summary is graded & feedback is presented to the student.

Really need the general concept of asking a student to summarize a reading passage. This should be an incredibly old concept.

****

STAFF USE ONLY

Searcher: Emony Dawson
Searcher Phone #: 305-8587
Searcher Location: CP2 2 C8
Date Searcher Picked Up: 1/7/04 (3PM)
Date Completed: 1/8/04 (2PM)
Searcher Prep & Review Time: 200 min
Clerical Prep Time: 0
Online Time: 220 min

Type of Search

NA Sequence (#)
AA Sequence (#)
Structure (#)
Bibliographic ✓
Litigation
Fulltext ✓
Patent Family
Other

Vendors and cost where applicable

STN
Dialog ✓ 1987.31
Questel/Orbit
Dr.Link
Lexis/Nexis
Sequence Systems
WWW/Internet ✓ google
Other (specify)

PTO-1590 (8-01)

L Number	Hits	Search Text	DB	Time stamp
-	9	cloze	USPAT; US-PGPUB; EPO; DERWENT	2004/01/06 10:28
-	536	(reading near3 (tutor$3 education train$3)) and summary	USPAT; US-PGPUB; EPO; DERWENT	2004/01/06 10:31
-	9	((reading near3 (tutor$3 education train$3)) and summary) and keyword	USPAT; US-PGPUB; EPO; DERWENT	2004/01/06 10:29
-	19	(reading near3 (tutor$3 education train$3)) and summarize	USPAT; US-PGPUB; EPO; DERWENT	2004/01/06 10:35
-	2	(reading near2 passage) with (summary summarize)	USPAT; US-PGPUB; EPO; DERWENT	2004/01/06 11:01
-	2	(instructional near2 passage) with (summary summarize)	USPAT; US-PGPUB; EPO; DERWENT	2004/01/06 11:01
-	260	reading adj2 comprehension	USPAT; US-PGPUB; EPO; DERWENT	2004/01/06 12:37
-	106	(reading adj2 comprehension) and 434/$.ccls.	USPAT; US-PGPUB; EPO; DERWENT	2004/01/06 13:07
-	165	(reading adj2 comprehension) and writ$3	USPAT; US-PGPUB; EPO; DERWENT	2004/01/06 13:10

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Set     Items   Description
S1    1093519   SYSTEM? ?
S2    1249033   METHOD? ?
S3     975058   PROCESS??
S4     427884   PROCEDURE?
S5     324464   TUTOR? OR INSTRUCT? OR TEACH? OR DRILL?
S6     125334   EDUCAT? OR LEARN? OR TRAIN? OR PEDAGOG?
S7     159199   READ?(5N)(SKILL? OR COMPREHEN? OR APTITUD? OR ABILIT? OR U-
             NDERSTAND? OR EXERCIS??? OR PRACTIC??? OR TEST? OR EXAM??????-
             ??)
S8     769499   GRADE? ? OR GRADING OR EVALUAT? OR RATE? ? OR RATING OR AN-
             ALYS? OR ANALYZ? OR SCORE? ? OR SCORING
S9     448235   TEST OR TESTS OR TESTED OR TESTING
S10    128559   INTERACTIVE? OR INTER()ACTIVE? OR FEEDBACK? OR FEED?()BACK
             OR CLOSED()LOOP OR CLOSEDLOOP
S11    161465   ADAPTIV? OR DYNAMIC?
S12    745747   SUMMARY? OR SUMMARIE? OR SUMMARIS? OR SUMMERIZ? OR ANSWER?
             OR RESPONSE? ?
S13    832225   SYNOPS? OR ABSTRACT? OR THUMBNAIL? OR BRIEF? OR PASSAGE? ?
S14    126041   ALGORITHM? OR WORKSTATION? OR WORK()STATION?
S15    155774   DESKTOP? OR DESK()(TOP OR TOPS) OR PROCESSOR? ?
S16     82310   AUTOMATED?
S17    282004   COMPUTER? ?
S18     66286   CPU OR CENTRAL()PROCESS?()UNIT?
S19     17059   COMPUTERIS??? OR COMPUTERIZ???
S20     10469   COMPUTER()BASED OR COMPUTERBASED
S21    310191   HIERARCH? OR TAXONOM? OR CATEGOR? OR CLASSIFY? OR CLASSIFI-
             CAT???
S22    146447   IC=(G10L? OR G09B? OR G06K? OR G06F?)
S23     39485   CUSTOMIZ? OR CUSTOMIS? OR PERSONALIS? OR PERSONALIZ? OR (C-
             USTOM OR TAILOR)()(MADE OR MAKE?) OR INDIVIDUALIS? OR INDIVID-
             UALIZ?
S24      2698   S1:S4 AND S5:S6(5N)S7
S25      1747   S24 AND S14:S20(5N)S1:S4
S26      1450   S25 AND S8:S9
S27       931   S26 AND S10:S11
S28       919   S27 AND S12:S13
S29       207   S28 AND S8:S9(5N)S12:S13
S30        91   S29 AND S8:S9(5N)S7
S31        83   S30 AND S21:S23
S32        91   S30:S31
S33        60   S32 AND S10:S11(5N)(S7 OR S1:S4)
S34        31   S32 AND S10:S11(5N)S12:S13
S35        66   S33:S34
S36        51   S35 AND PY<2002
S37        51   IDPAT (sorted in duplicate/non-duplicate order)
? show files
File 348:EUROPEAN PATENTS 1978-2003/Dec W02
         (c) 2003 European Patent Office
File 349:PCT FULLTEXT 1979-2002/UB=20031225,UT=20031218
         (c) 2003 WIPO/Univentio
```

37/5/19 (Item 19 from file: 348)
DIALOG(R)File 348:EUROPEAN PATENTS

00699022
Interactive **audio-visual foreign language skills maintenance** system .
Interaktives audiovisuelles System **zum Fremdsprachenunterricht.**
Systeme **audio-visuel interactif pour des lecons de maintien d'une langue etrangere.**

PATENT ASSIGNEE:
E- **SYSTEMS** INC., (246322), P.O. Box 660248, 6250 LBJ Freeway, Dallas, Texas 75240, (US), (applicant designated states: AT;DE;DK;ES;FR;GB;IT;NL
INVENTOR:
Bishop, Stanley Alden, 2060 Lake Audubon Ct, Reston, Fairfax, VA 22091, (US)
LEGAL REPRESENTATIVE:
UEXKULL & STOLBERG Patentanwalte (100011), Beselerstrasse 4, D-22607 Hamburg, (DE)

PATENT (CC, No, Kind, Date): EP 665523 A2 950802 (Basic)
EP 665523 A3 970108
APPLICATION (CC, No, Date): EP 95250010 950126;
PRIORITY (CC, No, Date): US 186606 940126
DESIGNATED STATES: AT; DE; DK; ES; FR; GB; IT; NL
INTERNATIONAL PATENT CLASS: **G09B-019/06** ; **G09B-005/06**

ABSTRACT EP 665523 A2
A computer, responsive to user input, controls the presentation of an audio-visual work to a user. Through the selection of several **interactive** learning options, support and reinforcement of the learning **process** is provided. In particular, the **computer** interacts with the user to challenge the user's understanding of the audio-visual work. In connection with the presentation of foreign language works, the user interacts with the computer in role playing, transcription, translation, fill-in-the-blanks and speech repetition activities designed to teach the user to speak the foreign language. Furthermore, as the audio-visual work is presented, a computer generated transcription or translation is displayed for user contemplation, and the user may interact with the computer by requesting the display of grammatical, cultural and geographic notes the further assist in the learning **process** . (see image in original document)
ABSTRACT WORD COUNT: 135

LEGAL STATUS (Type, Pub Date, Kind, Text):
Application: 950802 A2 Published application (A1with Search Report ;A2without Search Report)
Search Report: 970108 A3 Separate publication of the European or International search report
Withdrawal: 980408 A2 Date on which the European patent application was deemed to be withdrawn: 970709
LANGUAGE (Publication,Procedural,Application): English; English; English
FULLTEXT AVAILABILITY:

Available Text	Language	Update	Word Count
CLAIMS A	(English)	EPAB95	1893
SPEC A	(English)	EPAB95	6016
Total word count - document A			7909
Total word count - document B			0
Total word count - documents A + B			7909

37/5/43 (Item 43 from file: 349)
DIALOG(R)File 349:PCT FULLTEXT

00771350 **Image available**
DIAGNOSTIC SYSTEM AND METHOD FOR PHONOLOGICAL AWARENESS, PHONOLOGICAL PROCESSING, AND READING SKILL TESTING
SYSTEME ET PROCEDE DE DIAGNOSTIC POUR L'EVALUATION DES CAPACITES D'IDENTIFICATION PHONOLOGIQUE, DE TRAITEMENT PHONOLOGIQUE ET DE LECTURE

Patent Applicant/Assignee:
COGNITIVE CONCEPTS INC, Suite 300, 990 Grove Street, Evanston, IL 60201, US, US (Residence), US (Nationality)
Inventor(s):
WASOWICZ Janet Marie, 207 Hamilton Street, Evanston, IL 60202, US
MAERLENDER Art Carl, 10 Xen, Jericho, VT 05465, US
Legal Representative:
LOHSE Timothy W, Gray Cary Ware & Freidenrich LLP, 3340 Hillview Avenue, Palo Alto, CA 94304, US

Patent and Priority Information (Country, Number, Date):
Patent: WO 200104863 A1 20010118 (WO 0104863)
Application: WO 2000US18607 20000707 (PCT/WO US0018607)
Priority Application: US 99350791 19990709
Designated States: AE AL AM AT AU AZ BA BB BG BR BY CA CH CN CR CU CZ DE DK DM EE ES FI GB GD GE GH GM HR HU ID IL IN IS JP KE KG KP KR KZ LC LK LR LS LT LU LV MA MD MG MK MN MW MX NO NZ PL PT RO RU SD SE SG SI SK SL TJ TM TR TT TZ UA UG UZ VN YU ZA ZW
(EP) AT BE CH CY DE DK ES FI FR GB GR IE IT LU MC NL PT SE
(OA) BF BJ CF CG CI CM GA GN GW ML MR NE SN TD TG
(AP) GH GM KE LS MW MZ SD SL SZ TZ UG ZW
(EA) AM AZ BY KG KZ MD RU TJ TM
Main International Patent Class: G09B-019/00
Publication Language: English
Filing Language: English
Fulltext Availability:
Detailed Description
Claims
Fulltext Word Count: 15033

English Abstract
A diagnostic system and method for evaluating one or more phonological awareness, phonological processing and reading skills of an individual to detect phonological awareness, phonological processing and reading skill deficiencies in the individual so that the risk of developing a reading deficiency is reduced and existing reading deficiencies are remediated. The system may use graphical games to test the individual's ability in a plurality of different phonological awareness, phonological processing and reading skills. The system may use speech recognition technology to interact with the games.

French Abstract
L'invention concerne un systeme et un procede de diagnostic pour l'evaluation d'une ou plusieurs capacites d'identification phonologique, de traitement phonologique et de lecture chez un individu, visant a deceler les lacunes correspondantes, de maniere a reduire le risque de developpement de retard de la lecture et a pallier les lacunes de lecture existantes. Le systeme peut faire appel a des jeux graphiques permettant de tester plusieurs capacites differentes dans les domaines consideres, et il est possible d'utiliser les techniques de reconnaissance de la parole en interaction avec les jeux.

Legal Status (Type, Date, Text)

Publication 20010118 A1 With international search report.
Examination 20010510 Request for preliminary examination prior to end of 19th month from priority date

37/5/47 (Item 47 from file: 349)
DIALOG(R)File 349:PCT FULLTEXT

00454384 **Image available**

METHODS AND APPARATUS FOR DIAGNOSING AND REMEDIATING READING DISORDERS
METHODES PERMETTANT DE DIAGNOSTIQUER ET DE CORRIGER DES RETARDS D'ACQUISITION DE LA LECTURE ET DISPOSITIF CORRESPONDANT

Patent Applicant/Assignee:
LAWTON Teri A,
Inventor(s):
LAWTON Teri A,

Patent and Priority Information (Country, Number, Date):
Patent: WO 9844848 A1 **19981015**
Application: WO 98US6926 19980407 (PCT/WO US9806926)
Priority Application: US 9741916 19970407
Designated States: AU CA IL JP KR AT BE CH CY DE DK ES FI FR GB GR IE IT LU MC NL PT SE
Main International Patent Class: A61B-013/00
Publication Language: English
Fulltext Availability:
Detailed Description
Claims
Fulltext Word Count: 17965

English Abstract
Reading disorders are diagnosed and remediated in a subject by respectively measuring and improving contrast sensitivity for motion discrimination of the subject. A background (130) is displayed on a monitor (104) with a contrast and a spatial frequency. A **test** window (134) is superimposed over the background (130) and includes a **test** pattern (132) with a contrast and a spatial frequency. The contrasts and the spatial frequencies are within respective ranges which simulate the visual cortical movement **system** of the subject. The **test** pattern (132) is then moved within the **test** window (134). The subject provides a signal indicative of the direction of the subject believes the **test** pattern (132) moved. In **response** to this signal, the contrast of the **test** pattern (132), the spatial frequency of the background (130), or the spatial frequency of the **test** pattern (132) is modified, either by increasing or decreasing its respective value. This **process** is then repeated a number of times, cycling through predetermined combinations of **test** patterns (132) and backgrounds (130). Contrast sensitivity may be measured to determine whether a child is dyslexic. Repeated stimulation by the **methods** and apparatus of the invention improves contrast sensitivity, thereby remediating dyslexia and improving reading ability.

French Abstract
On diagnostique des retards d'acquisition de la lecture chez un sujet en mesurant la sensibilite au contraste en rapport avec la discrimination du mouvement, retards que l'on corrige en ameliorant cette sensibilite. On affiche, a cet effet, un arriere-plan (130) sur un ecran de visualisation, cet arriere-plan etant contraste et dote d'une frequence spatiale. On superpose a l'arriere-plan (130) une fenetre de **test** (134) comportant un motif de **test** (132) contraste et dote d'une frequence spatiale. Les contrastes et la frequence spatiale se trouvent compris dans des plages respectives simulant l'aire corticale de perception visuelle des mouvements du sujet. Le motif de **test** (132) est alors deplace dans la fenetre de **test** (134) et le sujet emet un signal representatif de la direction qu'il pense etre celle du deplacement. En reponse a ce signal, la frequence spatiale de l'arriere-plan (130), celle du motif de **test** (132) ou le contraste du motif de **test** (132) se

trouvent modifies, que ce soit par augmentation ou abaissement de leur valeur respective. On repete le **processus** un certain nombre de fois, en etablissant des cycles au moyen de combinaisons predefinies de motifs de **test** (132) et d'arriere-plans (130). Il est, de ce fait, possible de mesurer la sensibilite au contraste et ce, afin d'etablir si l'enfant est ou non dyslexique. Cette reiteration des stimulations, effectuee au titre des methodes de l'invention ainsi qu'a l'aide du dispositif de l'invention, debouche sur une amelioration de la sensibilite au contraste, ce qui permet de corriger la dyslexie et, partant, d'ameliorer l'aptitude a la lecture.

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Set     Items   Description
S1    9018635   SYSTEM? ?
S2    1708064   METHOD? ?
S3    4457092   PROCESS??
S4    1764821   PROCEDURE?
S5    1949507   TUTOR? OR INSTRUCT? OR TEACH? OR DRILL?
S6    4673208   EDUCAT? OR LEARN? OR TRAIN? OR PEDAGOG?
S7     205971   READ?(5N)(SKILL? OR COMPREHEN? OR APTITUD? OR ABILIT? OR U-
           NDERSTAND? OR EXERCIS??? OR PRACTIC??? OR TEST? OR EXAM??????-
           ??)
S8   10078755   GRADE? ? OR GRADING OR EVALUAT? OR RATE? ? OR RATING OR AN-
           ALYS? OR ANALYZ? OR SCORE? ? OR SCORING
S9    3130902   TEST OR TESTS OR TESTED OR TESTING
S10   1151249   INTERACTIVE? OR INTER()ACTIVE? OR FEEDBACK? OR FEED?()BACK
           OR CLOSED()LOOP OR CLOSEDLOOP
S11   1071652   ADAPTIV? OR DYNAMIC?
S12   3258828   SUMMARY? OR SUMMARIE? OR SUMMARIS? OR SUMMERIZ? OR ANSWER?
           OR RESPONSE? ?
S13   5714903   SYNOPS? OR ABSTRACT? OR THUMBNAIL? OR BRIEF? OR PASSAGE? ?
S14    540051   ALGORITHM? OR WORKSTATION? OR WORK()STATION?
S15   1176607   DESKTOP? OR DESK()(TOP OR TOPS) OR PROCESSOR? ?
S16    518071   AUTOMATED?
S17   5322987   COMPUTER? ?
S18    131180   CPU OR CENTRAL()PROCESS?()UNIT?
S19    204825   COMPUTERIS??? OR COMPUTERIZ???
S20     85939   COMPUTER()BASED OR COMPUTERBASED
S21   1971993   HIERARCH? OR TAXONOM? OR CATEGOR? OR CLASSIFY? OR CLASSIFI-
           CAT???
S22         0   IC=(G10L? OR G09B? OR G06K? OR G06F?)
S23    899283   CUSTOMIZ? OR CUSTOMIS? OR PERSONALIS? OR PERSONALIZ? OR (C-
           USTOM OR TAILOR)()(MADE OR MAKE?) OR INDIVIDUALIS? OR INDIVID-
           UALIZ?
S24     11476   S1:S4 AND S5:S6(5N)S7
S25      1793   S24 AND S1:S4(5N)S14:S20
S26       749   S25 AND S8:S9 AND S10:S11 AND S12:S13
S27       376   S26 AND S10:S11(5N)(S1:S4 OR S8:S9 OR S12:S13)
S28       270   S27 AND S21:S23
S29       376   S27:S28
S30       152   S29 AND S8:S9(5N)S12:S13
S31         3   S29 AND S23(5N)S21
S32       190   S29 AND S10:S11(5N)S8:S9
S33       343   S29 AND S1:S4(3N)S14:S20
S34       151   S30 AND S32:S33
S35       130   S34 AND PY<2002
S36       133   S35 OR S31
S37       131   S36 AND PY<2002
S38        78   RD (unique items)
? show files
File  47:Gale Group Magazine DB(TM) 1959-2004/Dec 31
         (c) 2004 The Gale group
File  88:Gale Group Business A.R.T.S. 1976-2004/Jan 08
         (c) 2004 The Gale Group
File 141:Readers Guide 1983-2003/Nov
         (c) 2003 The HW Wilson Co
File 436:Humanities Abs Full Text 1984-2003/Nov
         (c) 2003 The HW Wilson Co
File  98:General Sci Abs/Full-Text 1984-2003/Nov
         (c) 2003 The HW Wilson Co.
File 149:TGG Health&Wellness DB(SM) 1976-2004/Dec W2
         (c) 2004 The Gale Group
```

File 9:Business & Industry(R) Jul/1994-2004/Jan 07
(c) 2004 Resp. DB Svcs.
File 15:ABI/Inform(R) 1971-2004/Jan 08
(c) 2004 ProQuest Info&Learning
File 16:Gale Group PROMT(R) 1990-2004/Jan 08
(c) 2004 The Gale Group
File 80:TGG Aerospace/Def.Mkts(R) 1986-2004/Jan 08
(c) 2004 The Gale Group
File 148:Gale Group Trade & Industry DB 1976-2004/Jan 08
(c)2004 The Gale Group
File 160:Gale Group PROMT(R) 1972-1989
(c) 1999 The Gale Group

38/5,K/2 (Item 2 from file: 47)
DIALOG(R)File 47:Gale Group Magazine DB(TM)

06091342 SUPPLIER NUMBER: 75247570 (USE FORMAT 7 OR 9 FOR FULL TEXT)
Reaching the Struggling Reader.(Software Review)(Evaluation)
Lankutis, Terry
Technology & Learning, 21, 10, 24
May, 2001
DOCUMENT TYPE: Evaluation ISSN: 1053-6728 LANGUAGE: English
RECORD TYPE: Fulltext; Abstract
WORD COUNT: 1950 LINE COUNT: 00218

ABSTRACT: A variety of products designed to assist students with reading difficulties are reviewed. Don Johnston's Co:Writer is a writing tool that plugs into standard word processing program and helps those who are able to verbalize their thoughts but struggle writing them down. It predicts what the student will attempt to write word by word, using choices from several dictionaries. Lernout & Hauspie's L&H Kurzweil 3000 uses voice recognition and OCR technology to aid readers. Lexia Learning's Lexia Learning **System** supports learning assessment, instruction, practice and reporting for a complete cycle and offers strong diagnostic capabilities. Cognitive Concepts' Earobics 1 for Adolescents and Adults emphasizes phonological awareness skills.
COMPANY NAMES: Don Johnston Developmental Equipment Inc.--Products; Cognitive Concepts Inc.--Products; Lexia Learning--Products; LERNOUT and HAUSPIE--Products
DESCRIPTORS: Special education--Computer programs; Word processing software--Products; Educational software-- **Evaluation**
GEOGRAPHIC CODES/NAMES: 1USA United States
EVENT CODES/NAMES: 350 Product standards, safety, & recalls
PRODUCT/INDUSTRY NAMES: 7372472 (Children's Educational Software); 7372412 (Word Processing Software); 7372470 (Educational & Training Software); 7372673 (Voice Communications Software)
SIC CODES: 7372 Prepackaged software
NAICS CODES: 51121 Software Publishers
TRADE NAMES: Co:Writer (Word processing software)-- **Evaluation** ; Earobics 1 for Adolescents and Adults (Educational/training software)-- **Evaluation** ; Lexia Learning **System** (Children's educational software)-- **Evaluation** ; Lernout and Hauspie Kurzweil 3000 (Voice communications software)-- **Evaluation**
FILE SEGMENT: CD File 275

Reaching the Struggling Reader.(Software Review)(Evaluation)

...ABSTRACT: 3000 uses voice recognition and OCR technology to aid readers. Lexia Learning's Lexia Learning **System** supports learning assessment, instruction, practice and reporting for a complete cycle and offers strong diagnostic...

TEXT:
If at first you don't succeed, try another program. Creative reading software **individualizes** instruction and motivates students at any **grade** or age level.
... so because they cannot decode the printed word. For these students, standard approaches to acquiring **reading skills** may not address their specific **learning** styles. Some may have a diagnosed learning disability, others may be nonnative speakers, and still...

...when learners receive information in more than one mode, more of the

brain works to **process** that information. For example, a student may have a better chance of comprehending what a...

...reviewed here are a sample of titles, each targeting a different facet of the reading **process** and presenting information in multiple modalities: visual, auditory, and tactile. Each allows students and teachers to experiment with **customizing** features to fit individual needs. They range from straightforward practice tools, such as Earobics and...

...if the student writes the sentence "Pleze ansr the fone" the program will offer "please", " **answer** ", and "phone" as possible replacements. There are also several options for text-to-speech **customization** , depending on the student's platform. For example, Mac users can hear text read in...

...speed, volume, pronunciation, and even emotional range of vocalization.

Overall, Co:Writer's options for **customizing** pace and sound interface make it ideal for struggling readers and writers. Word prediction keeps...

...same sound--"at"--within them. For students who struggle with this part of the reading **process** , Earobics offers plenty of practice to hone auditory and phonological processing skills.

Earobics offers six...task at hand. Earobics is also available in a version for younger students.

Lexia Learning **System** (Lexia Learning)

The three tiers of the Lexia **Learning System** --Quick **Reading Test** (QRT), Phonics Based **Reading** , and **Reading** S.O.S.--support all steps of the learning cycle: assessment, instruction, practice, and reporting.

Most impressive are the diagnostic capabilities of the Quick Reading **Test** and corresponding practice lessons. QRT works by displaying a letter, word, or if desired, a non-word, e.g., "shelpt," on the computer screen. The student and **teacher** work together to complete the **test** . The student **reads** the word out loud; the **teacher** strikes the space bar to indicate a correct **answer** before the next word is displayed. The **test** takes between five and eight minutes, and teachers decide which skills to **test** . As the student provides correct **answers** , the program moves to the next level. If the student makes several mistakes early in the program, the software will end the **test** early to avoid potential discouragement for the student.

Once **testing** is complete, QRT refers teachers to the activity lessons in the Phonics Based Reading and...

...in skill development. Since the program automatically repeats or ends an activity depending on student **response** and performance, there is less chance that the student will become discouraged and begin guessing...

...color of text and background or adjust word spacing and reading speed. Text is completely **customized** to meet the specific needs of the reader.

Once students enter text, they can click...

...Specialist/

	Site licenses available	Clinician version $59 Home version
Target User	Students who struggle with writing, spelling, and sentence formation	Students-- **grade** 6 to adults--who have difficulty with phonological awareness...

...to-speech	* On-screen progress indicator gives students immediate **feedback** * Can be used with any word **processor** or text entry program * Includes "Talk Mode" for users who don't have a word **processor** with text-to-speech capabilities * Highly **customizable** for different ability levels * Allows students to work one sentence at a time in a separate text window	* Good speech and sound features complement helpful interface * ESL option offers game directions in several different languages * Game data can be saved for **evaluation**
Limitations...		
...practice specific	decoding or comprehension skills	* Students have only one chance to get the right **answer** * Database supports only 12 simultaneous users at one time
PROGRAM	L&H Kurzweil 3000 v5.0	Lexia Learning **System**
Publisher	Lernout & Hauspie (800) 894-5374 www.LHSL.com/education	Lexia Learning **Systems** (800) 435-3942 www.lexialearning.com
Platform	Mac...	
...purchased separately		
Target User	Students who struggle with reading and writing	Phonics-Based Reading targets **grades** 1-6; Reading S.O.S focuses on **grade** 4 to adult
Strengths	* Built-in OCR and text-to-speech	* Helpful teacher manuals describe...
...available;	and describe tasks in reads and defines words in five languages * Includes a ...to supporting activities electronic books by authors such as	detail * QRT diagnostic **tests** give a full range of

Shakespeare and
Dickens

* A variety of
customization
features, including
adjustable reading
speed and
syllabification

* Text magnification
feature

* Note-taking features
let students...

...DESCRIPTORS: **Evaluation**
...TRADE NAMES: **Evaluation ; ...**

... **Evaluation ; ...**

...Lexia Learning **System** (Children's educational software...

... **Evaluation ; ...**

... **Evaluation**
20010501

38/5,K/62 (Item 18 from file: 15)
DIALOG(R)File 15:ABI/Inform(R)

00688627 93-37848

USE FORMAT 9 FOR FULL TEXT

Computer-based testing **applied to selection of secretarial applicants**

Schmitt, Neal; Gilliland, Stephen W; Landis, Ronald S; Devine, Dennis

Personnel Psychology v46n1 PP: 149-165 Spring 1993 CODEN: PPSYAQ ISSN: 0031-5826 JRNL CODE: PPS
DOC TYPE: Journal article LANGUAGE: English LENGTH: 17 Pages
SPECIAL FEATURE: Charts References
WORD COUNT: 5959

ABSTRACT: A description of the development of and the pilot **test** for a **computer - based testing procedure** for the selection of secretarial applicants is provided. The **procedure** requires secretaries to learn and use word processing, database, and electronic message software to complete 8 different job-related exercises. The **procedure** is designed to minimize the role of the **test** administrator, to allow for easy transportability to other **test** sites, to provide quick **feedback** for examinees, to be fair to examinees who have used various kinds of computer hardware and software, and to allow for rapid and easy entry of **test score** data into a centralized **computer** network. The **procedure** represents an instance in which the use of computers in **testing** is not only practical, cost effective, and psychometrically sound, but also is consistent with the nature of the job for which applicants were chosen.

GEOGRAPHIC NAMES: US

DESCRIPTORS: Computer based; Competency **tests** ; Personnel selection; Secretaries; Applicants; Characteristics; Advantages
CLASSIFICATION CODES: 9190 (CN=United States); 6100 (CN=Human resource planning); 5240 (CN=Software & systems)

Computer-based testing **applied to selection of secretarial applicants**

ABSTRACT: A description of the development of and the pilot **test** for a **computer - based testing procedure** for the selection of secretarial applicants is provided. The **procedure** requires secretaries to learn and use word processing, database, and electronic message software to complete 8 different job-related exercises. The **procedure** is designed to minimize the role of the **test** administrator, to allow for easy transportability to other **test** sites, to provide quick **feedback** for examinees, to be fair to examinees who have used various kinds of computer hardware and software, and to allow for rapid and easy entry of **test score** data into a centralized **computer** network. The **procedure** represents an instance in which the use of computers in **testing** is not only practical, cost effective, and psychometrically sound, but also is consistent with the...
TEXT: In this paper, we provide a description of the development and pilot **test** of a **computer - based testing procedure** for the selection of secretarial applicants. The **procedure** requires secretaries to learn and use word processing, data base, and electronic message software to complete eight different job-related exercises. The **procedure** is designed to minimize the role of the **test** administrator, allow for easy transportability to other **test** sites, provide quick **feedback** to examinees, be fair to examinees who have used various kinds of computer hardware and software, and to allow for rapid and easy entry of **test score** data into a centralized computer network.

Recent advances in computer-based **testing** (CBT) technology used to administer and **score** more conventional paper-and-pencil type **tests** have been described by Burke (1992). The purpose of this paper is to provide an example of the development and implementation of a **computerized testing procedure** for the selection of clerical personnel in a large manufacturing company. The use of computers in psychological **testing** has steadily increased over the last 25 years and reviewers (Bartram & Bayliss, 1984; Burke & Normand, 1987; Skinner & Pakula, 1986) have concluded that the potential for computerized **testing** to be practical, cost-effective, and psychometrically sound has yet to be fully realized. We...
... example presented in this paper represents an instance in which the use of computers in **testing** not only meets these criteria, but also is consistent with the nature of the job...

... chosen. It was our intent to use the computer to its full practical advantage in **test** administration and **scoring** and to maximize the job relevance of the selection **procedure** .

In considering the replacement of paper-and-pencil **tests** by computer-based **testing** , researchers have been concerned with two major issues: equivalence of computer-based and conventional **tests** and the criterion-related validity of computer-administered **tests** . The magnitude of mean differences between computer-based and conventional **tests** is generally reported to be quite small (Bunderson, Inouye, & Olsen, 1989), though with speeded **tests** , examinees using computers usually perform better than those using traditional paper-and-pencil measures (Greaud...

...question in the selection context is that the constructs measured in the two types of **test** administration are the same and that they match the constructs critical to job performance (Burke...

... has been little evidence that individuals are rank ordered differently on computer-based and conventional **tests** , supporting the contention that similar constructs are being measured. In this context, too, the research on the criterion-related validity of computerized **tests** is informative.

Burke (1992), reporting on a validation study conducted at Eastman Kodak, indicated that a computerized reasoning ability **test** and a **test** for following directions had a multiple correlation of .63 with an overall job performance **rating** criterion for clerical jobs. Silver and Bennett (1987) reported that a computerized clerical aptitude **test** correlated .62 with a job sample criterion in a sample of 34 secretaries. In a...

... jobs, McHenry, Hough, Toquam, Hanson, and Ashworth (1990) found that a computer-administered cognitive ability **test** battery predicted general soldiering proficiency as well as did the traditional general cognitive ability composites.

A final issue that has been examined with regard to computerized **testing** is the reaction of applicants. Examinees generally tend to respond favorably to computer-based **tests** (Burke, Normand, & Raju, 1987) though Martin and Nagao (1989) report negative reactions among applicants for...

... to a computerized interview. Arvey, Strickland, Drauden, and Martin (1990) found that applicants reported greater **test** motivation with a computerized cognitive ability **test** than with the paper-and-pencil equivalent.

In addition to computerizing existing **tests** , it is also possible to develop **tests** which assess skills and abilities that are only indirectly

assessable with paper-and-pencil. In particular, many jobs now require almost continuous use of computers thus making a computer-based **test** a more face valid, and likely more content valid, approach to the **evaluation** of applicant ability. It is for one such job that the selection **procedures** described in this paper were developed.

Objectives of the current research. The project described in...

... team and the organization sponsoring the project. First, as is always the case with selection **procedures** , job relevance was the most important consideration. Because of practical organizational constraints on our ability to collect criterion data, adopted a content validation approach to **test** development. Second, the organization was very concerned with its "image" in the local community and, in particular, among the potential applicant pool. We interpreted this concern as a demand for **procedures** that appeared valid to the examines and that examinees would believe fairly **evaluated** their potential to do the work required of clerical employees. Third, the clerical jobs that...

... use of computers to perform most job tasks was envisioned. Fourth, the organization wanted a **procedure** that would minimize the need for a **test** administrator and that would allow for easy transportability across the multiple worldwide locations at which the organization had facilities. Fifth, the organization had long provided immediate **feedback** to examinees regarding their performance on subtests of the examination **procedure** and hoped to continue this practice so as to allow rejected applicants an opportunity to improve their skills and retake the examination at a later date. Sixth, if **computer - based testing procedures** were developed and used, it would be necessary that those **procedures** not favor previous users of a particular type of hardware or software. Finally, there was to continually enhance and expand their use of **computer systems** .

This set of objectives as well as the job **analysis** described in the next section of our report guided the development of clerical selection **procedures** in this organization.

JOB **ANALYSIS**

Interviews were conducted with a total of 110 experienced secretaries from the client organization in...

...all nine major functional areas within the organization.

These three groups of interviews and the **rating** of tasks, KSAs, and their linkages were conducted as described in Goldstein, Zedeck, and Schneider...

... regarding these ratings and their reliabilities are available from the senior author.

Linkages between task **categories** and KSA dimensions. The last ratings secretaries were asked to make involved linking the major KSA **categories** to the major task areas. For a particular KSA **category** , they were asked to **rate** on a 5-point scale (with 1 = "not at all important" to 5 = "critical") how important that KSA **category** was in determining successful performance in each major task area. If they felt that neither...

... in a 16 (KSAs) x 11 (task areas) matrix which served as the blueprint for **test** development (see Table 1).

During the last set of interviews, we also attempted to collect critical incidents of secretarial behavior in each of the 11 task **categories** .

Critical incidents were defined as instances of particularly effective or ineffective job behavior. These incidents...

... papers, charts, etc.) provided by all interviewees were used to construct realistic and job-related **test** items. Our effort to assess the important KSAs using tasks for which these KSAs were...

... tasks provided by job incumbents was meant to insure the content validity of the exam.

TEST DEVELOPMENT

The eight **test** components described below were selected and constructed so as to represent actual work performed by...

... represent as many as possible of the 16 major KSA dimensions identified in the job **analysis** . In developing these components, we tried to replicate the job as closely as possible using...

...work, the critical incident information, and the work materials supplied by the job incumbents. The **test** plan indicating how each KSA dimension is represented in those eight exercises is presented in Table 2. (Table 2 omitted)

As an example of how **test** content was developed, consider KSA 12 (Knowledge of basic personal computer operations). This KSA **category** was considered important in performing general computer activities (working with data files and printed documents) (**category** 2); maintaining and developing: databases and spread sheets (**category** 1); note taking, typing, and letter preparation (**category** 5); generating reports, charts, and graphs (**category** 9), and using electronic communication **systems** (**category** 11) (see Table 1). In developing **test** content, we included in our assessment of applicants' basic computer knowledge applications in these five task areas. Specifically, one of the selection **tests** involved inputting data in a data base program and **answering** questions using the computational component of the software (task **categories** 1 and 2), other parts of the **test** **procedure** required typing documents and letters (task **category** 5), taking notes and sending electronic messages (task **categories** 5 and 11), and so forth. The relative importance of different task **categories** was reflected in the number of items in the **test** that involved simulations of these task activities.

Four of the 16 KSA dimensions are not represented in any of the eight components of the selection **procedure** . We felt that interpersonal skills and communication skills could not be **evaluated** effectively in a **test** and would be better **evaluated** in supervisor interviews that followed structured selection **procedures** in this organization. Knowledge of company policies and **procedures** was not required of incoming applicants and was learned on the job as was knowledge...

...KSA dimensions was represented in one or more of the eight components of the selection **procedure** ; most were represented in several components.

DESCRIPTION OF SELECTION **PROCEDURE**

All participants in the job **analysis** phase of this project indicated that secretaries in the organization made considerable use of the...on a continual basis with the introduction of software changes and updates as the job **analysis** indicated was required of job incumbents (see KSA 2).

As part of an effort to **evaluate** the **procedure** and reactions to it (see below), the client organization hired 30 people from a secretarial...

... that often was the source of applicants, and asked them to go through the entire **procedure** and to provide comment on various aspects of the **procedure** . These people were asked if they perceived any of the software commands as "strange" or...

...processing programs.

Other than this "complaint," all comments indicated that the command in the selection **procedure** were clearly explained and easy to learn. We also asked this group of 30 examinees...

... had experience and had intended to look at the performance of different users on the **computer** components of the selection **procedure** . However, all but one indicated previous experience with a version of Wordperfect. Six indicated familiarity...

...other program (Wordstar, MACWRITE, or Microsoft) plus Wordperfect. Since their backgrounds were relatively uniform, this **analysis** was not meaningful.

To insure standardization of instructions, to minimize the role of the **test** administrator, and to maximize the transportability of the **procedure** , the **testing** **procedure** was introduced by a short video which introduced the applicant to the selection **procedure** , told them what to expect, and described the inventory of **test** materials that each applicant was supposed to have next to them at their **testing** station. Applicants were told to work at the **test** tasks as though they were working in an actual job. Each applicant was seated in...

...which was placed a computer and a packet of materials for use during the selection **procedure** .

During and after training on the computer software, applicants were presented with eight different tasks...

...to complete, but applicants could proceed through the materials at their own pace.

Word Processing **test** . As the applicants were instructed on the basic word processing commands, they were allowed to...

... of words typed and errors made were written to an output file. Applicants received two **scores** : the number of words typed (5 characters were counted as a word) and the number of errors made.

Correction **test** . The applicants were then presented with a text that had already been entered on the...

... find and correct as many of these errors as possible in a 3-minute period. **Scores** were recorded by the computer as the number o errors remaining at the end of...

... second portion of the exam. Applicants each had a packet containing information on the remaining **test** tasks. The applicants were instructed to begin the second portion of the exam by doing...

... pieces of correspondence (letters, memos, advertisements, etc.) that

applicants were instructed to record on an **answer** sheet. For each item, the name of the person to whom the memo was directed...

... based on instructions that went with the mail log items were assigned. The mail log **answer** sheet was hand **scored** against a template of correct **answers** . As four pieces of information were recorded for each item, the **test** had 48 potential points. This task was interrupted twice by telephone messages delivered on the...

... budgeted amounts. This exercise required the entry of 31 pieces of information and was computer **scored** . A **summary** of the applicants' errors and the number of incorrect entries were saved by the computer and written to the output file containing the **scores** on the word processing components of the exam.

Letter task. A handwritten request that a...

... required that the applicant access the word processing software, compose, and type a letter in **response** to this note from a supervisor. The letter which was also saved by the computer was hand **scored** again using a template of possible correct letters. The letter was corrected for inclusion (or s **test** materials required that they complete a travel expense form. To do so, the applicant needed...

... along with information contained on the handwritten note. This travel expense form was also hand **scored** for the inclusion and correctness of 16 key facts.

Telephone Message. During the time that...

... their supervisor. A telephone message form for this purpose was contained in their packet of **test** materials. Again, this telephone message was hand **scored** for 9 key facts.
Electronic Mail. A second video interruption during the completion of the ...

...it. Both the original and second messages were saved by the computer and later hand **scored** for 16 key facts.

Adminisnator's role. The whole **test procedure** was constructed so that the **test** administrator would play a relatively minor role. The videotape introduced and explained the selection **procedure** and delivered the telephone messages. Applicants were instructed in the use of the software by the personal computer and four of the **test** components were administered and/or **scored** by the computer. The administrator determined that all equipment was working and all needed materials were available. In addition, the **test** administrator hand **scored** five components of the **test** and entered these **scores** on a master file of the applicants' **scores** . The latter took 5-10 minutes per applicant during our pilot **tests** .

Presently, five components of the **testing procedure** are hand **scored** . These are components for which the range of possible acceptable **answers** is quite broad, hence the capability of developing a computer-operated **scoring** key is difficult. Eventually, the organization would like to computer **score** all components of the **test** . Also, subtest **scores** are now entered and maintained in a paper file; the plan is to enter each into the organization's central **computer system** to develop and maintain an organization-wide set of applicant flow and skill records. Finally, since even the hand- **scored** version of these **tests** takes a trained

administrator only 5-10 minutes to **score** , applicants are provided with immediate **feedback** on their **scores** on each of the subtests.

PRELIMINARY **EVALUATION** OF **TEST PROCEDURE**

To determine if the software and written **test** materials were understandable and operational, the range of likely **test scores** , and if the various subtests could be **scored** reliably, the whole **procedure** was administered to 43 Michigan State University students. Most of these students used word processing...

... applicant who would most likely have had training or job experience related to the selection **tests** .

Descriptive statistics. The means, standard deviations, and the intercorrelations among the **tests** before the weights discussed below were applied are contained in Table 3. All **tests** provide good variability in **scores** as evidenced by the standard deviation of **scores** . The intercorrelations of the **tests** presented in Table 3 are relatively low, indicating the various subtests are measuring different aspects...

...number of errors recognized and corrected in an existing manuscript.

Interrater reliability. Several of the **tests** were hand **scored** by the **test** administrator. While checklists were provided for each of these subtests and the items **scored** were relatively objective, there was some room for subjective judgment regarding right and wrong **responses** to various **test** items. Therefore, four different coders were trained to **score** the **tests** and their independent **evaluations** of these **tests** were intercorrelated to assess whether these **tests** could be **scored** reliability. Interrater reliability was uniformly high. Most single **rater** reliabilities were above .95 with the exception of the Letter **test** which involved some judgment as to whether certain crucial components of the letter were present. Even on this **test** , however, the single **rater** reliabilities were, with one exception, in the high .80s.

Moreover, the means and standard deviations of the raters' **scores** were all nearly identical. In no cases were the means different by more by than .5, indicating that virtually all **scores** received by applicants were identical no matter who **scored** them. These **analyses** demonstrated that raters produced the same **scores** when **scoring** the various **tests** independently and that sufficient **scorer** reliability was present even when a single **rater** was employed.

Cut **score** and weighting judgments. The **tests** were also piloted with 11 secretaries from the client organization. All 11 of these persons...

... be performing well in their respective jobs. These secretaries were first asked to take and **score** all the **tests** . Then each was asked to provide three sets of judgments. The first judgment required these experts to indicate what **score** would be expected of a minimally competent applicant on each of the subtests. These judgments were used as one piece of information by which to set initial passing **scores** for the **test** . A second judgment required the experts to indicate how important the ability represented by each...

... of time they spent doing tasks similar to each of those represented by the selection **procedures** , and also, what percentage of time they spent doing tasks other than those represented by the **tests** . The average

percentage across the 11 experts for this other **category** was only 7.7% which indicates the selection **procedures** represented a relatively comprehensive sample of the job of secretarial personnel, at least as these ...

... hire-reject decision about applicants, we suggested that this decision be made on the total **score** across all nine **scores** generated by the **test** . This strategy allowed for low or non-passing **scores** on one or more of the **procedures** , provided **scores** on the other components were well above the minimal cut **scores** .

The judgments on relative importance and time spent were used to derive a set of weights for each subtest **score** that we hoped reflected the importance of job tasks in the secretarial positions and that can be used to compute a total **test score** . Given the means for experts' judgments of Importance and Time Spent regarding the Words, Errors, Correction **Test** , and Telephone Message components were relatively equal and about twice as large as the means for the other subtests, we gave these four **tests** a weight of 2 and the other five **tests** a weight of 1. When **tests** are simply added together to form totals, however, they weight themselves by their standard deviations...

... subtest standard deviations and intercorrelations, as well as the judgments of experts regarding minimal acceptable **scores** , were reflected in our final **scoring** instructions.

APPLICANT REACTIONS TO SELECTION **PROCEDURES**

The organization for which this **test** was developed began rather severe recessionary cutbacks just as the selection **procedures** were being developed and plans to implement the **procedures** are only now being discussed. Hence, no criterion-related validity data are available. It was also our intent to assess applicant reactions to the selection **procedure** previously used by the client organization and our newly developed **tests** as the organization was concerned about its "image" in the local labor market. Consequently, we...

... reactions instrument containing 16 items. Four items assessed whether the applicant believed that the selection **procedure** assessed skills/tasks relevant to their perception of the secretarial position (e.g., The tasks required in the **test** seem appropriate for the position I am trying to obtain). A 2-item scale asked the examinees if the **test** instructions were adequate. A third 4-item scale asked applicants whether they thought the **test** was fair (e.g., Overall, I thought this **test** was a fair way of assessing secretarial potential). Finally, 6 items asked applicants to indicate how well they thought they had done on the **test** (e.g., I feel my abilities were truly assessed by my performance on this **test**). All **responses** to the 16 items were made on a 5-point Likert-type scale ranging from...

... 7 minority individuals; average years of experience as a secretary equalled 9.0) who were **tested** using **procedures** previously employed by the organization. These **procedures** included a typing **test** and a **test** of their ability to take dictation. Since the organization has not yet begun **testing** applicants after the current recession, we could not assess reactions of actual applicants **tested** by our **procedures** . We did, however, assess the reactions of 30 persons (3 male, 6 minority; average years...

... by the client from a secretarial agency to act as potential applicants

for purposes of **testing** the **procedures** and training **test** administrators. The client organization reported that the persons hired by the secretarial agency were similar...

... normal applicants may have more job experience. The reactions measure was administered immediately after the **tests** were completed.

The means, standard deviations, and alpha coefficients associated with the four reactions measures...

...as well.

As can be seen in Table 4, mean reactions to the new selection **procedure** were uniformly higher than reactions to the previously used **procedures** with the exception of the Instructions scale. All mean differences with the exception of that...

... case by substantial amounts (i.e., one standard deviation). The lack of a difference in **Instructions** is **readily** explainable since the new **test** involved several subtests and a learning component whereas the previous **test** was a relatively straightforward typing and dictation **test** .

The reactions results are consistent with those of Schmidt, Greenthal, Hunter, Berner, and Seaton (1977) and other studies employing selection **procedures** that are content valid job samples (see Schmitt & Gilliland, 1992, for a review). For those organizations concerned with applicant reactions to the **procedures** employed to **evaluate** their skills, the data reported in this paper as well as previous studies suggest applicants will respond much more favorably when they believe they are being **evaluated** using materials that appear relevant to the job for which they are applying.

DISCUSSION

In the introduction we stated that computer **testing** can be used in a more innovative manner than has been true traditionally to develop **tests** of skills that are not directly measured using other administrative formats. To illustrate this point we described the steps we have taken toward developing one such selection **procedure** .

Our attempt to serve the multiple objectives for this **procedure** described in the introduction highlights some of the advantages one can realize using **computer - based** selection **procedures** . We believe that careful attention to the job **analysis** and **test** development **process** insured the content validity of the **procedure** . Computerization of data collection and **test** **scoring** was accomplished for the **test** tasks that would likely be most time-consuming to correct by hand (i.e., the typing tasks). Further developmental work is being planned to computerize the **scoring** of the remaining **test** tasks as well and to allow for the immediate transfer of the **test** data to the organization's central computer data base. The **scoring** of the remaining subtests by computer may be possible, but because these **procedures** do not require the applicant to proceed in any particular order and because there are many different "correct" **answers** to some of the items (i.e., the letter and telephone messages) it will be ...

...s role and standardization of administration was achieved by providing a video introduction to the **tests** and providing the required instruction on the video and the computer. Telephone messages were delivered...

... also could be administered via computer. Currently, the administrator must maintain the equipment and provide **test** materials. At the end of the **testing procedure** , he/she must **score** some of the subtests, record the **scores** , and provide **feedback** to the candidates. With the additional computerization of the remaining subtests, this administrative role could be further

The possibility of further computerizing the **test scoring** and video administration highlights a salient tradeoff in developing a computer-based **test** . The development costs in terms of software programming and the implementation costs in terms of computer hardware must be weighed against the added value that such computerization will provide.

Scores on eight different subtests (nine total **scores**) are computed and provided to the examinees immediately after **test** administration. For those who fail to meet the minimal **test score** and who plan to take advantage of the company's policy with respect to retesting candidates, this information provides detailed **feedback** as to their relative performance on each of the subtests. Parallel forms of the first three components of the selection **procedure** were developed, but an additional concern is the degree to which practice on some of the other **tests** will affect **scores** especially the telephone message and electronic mail components. This issue and that of **test** -retest reliability should be examined as data on the use of these selection **procedures** accumulate.

Finally, the **testing procedure** required that candidates learn the simple commands that operated the word processing, data base, and...

...transfer because they were familiar with other programs or machines.

In the introduction, we described **briefly** the previous research on computer-based **testing** (CBT) which established that CBT produce **scores** that reflected similar constructs as are measured in traditional paper-and-pencil measures, and that...

... conventional paper-and-pencil or typing examinations. In addition, CBT provides for greater speed in **scoring** and **feedback** opportunities often not possible in conventional **testing** .

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Skinner...

...DESCRIPTORS: Competency **tests** ;

38/5,K/66 (Item 2 from file: 16)
DIALOG(R)File 16:Gale Group PROMT(R)

06898790 Supplier Number: 58385847 (USE FORMAT 7 FOR FULLTEXT)
Advantage Learning Systems **Begins Shipping New** Computerized Reading Test .
PR Newswire, p1858
Dec 28, 1999
Language: English Record Type: Fulltext
Document Type: Newswire; Trade
Word Count: 507
PUBLISHER NAME: PR Newswire Association, Inc.
COMPANY NAMES: Advantage Learning **Systems** Inc.
GEOGRAPHIC NAMES: *1USA (United States)
PRODUCT NAMES: *7372000 (Computer Software)
INDUSTRY NAMES: BUS (Business, General); BUSN (Any type of business)
SIC CODES: 7372 (Prepackaged software)
NAICS CODES: 51121 (Software Publishers)
TICKER SYMBOLS: ALS
SPECIAL FEATURES: LOB; COMPANY

(USE FORMAT 7 FOR FULLTEXT)
Advantage Learning Systems **Begins Shipping New** Computerized Reading Test .
TEXT:
WISCONSIN RAPIDS, Wis., Dec. 28 /PRNewswire/ -- Advantage Learning **Systems** , Inc. (Nasdaq: ALSI), a leading provider of learning information **systems** to the K-12 school market, today announced that it has begun shipments as scheduled of the new, improved version of its popular STAR Reading(TM) software, the only computer- **adaptive** , nationally-normed reading **test** for classroom use.
... we announced development of the All-New STAR Reading, we've had a very strong **response** from educators all across the country," said Advantage Learning CEO Michael Baum. "Thousands of schools...

...the classroom, in a fraction of the time required for old-fashioned paper-and-pencil **tests** . The All-New STAR Reading takes computer- **adaptive** **testing** a step further, and makes it an even better tool for assessing student reading levels, measuring growth of individual students, classes, or whole schools, and predicting **scores** on high-stakes **tests** ."
The All-New STAR Reading includes a 70-percent-larger item bank of **test** questions, including both vocabulary-in-context items and new "authentic text" questions.
Its **adaptive** technology produces more precise **scores** than traditional **tests** in less than ten minutes, by **interactively** adapting the difficulty of the **test** items to the **responses** of the student during the **test** . The program also permits retesting through the school year to gauge progress.
Under development for...

...years, the All-New STAR Reading was statistically validated with more than 60,000 student **tests** , and provides the very latest normative **scores** , based on statistics gathered during the spring 1999 **testing** season. Other new features include 16 new and improved reports for teachers, students, and parents; and the ability to easily share database files with other learning information **system** software sold by the Company, including its flagship Accelerated Reader(R) software.
Advantage Learning **Systems** provides more than 46,700 K-12 schools with **computerized** learning information **systems** : software and related

training designed to improve academic performance by increasing the quality, quantity, and timeliness of information in the classroom. Advantage Learning **Systems** ' software products include Accelerated Reader, the most widely-used reading software in K-12 schools...

...teacher training through its Reading Renaissance(R), Math Renaissance(R), and Effective Teaching(TM) seminars, **test** -generation software to educational publishers, and enterprise software for training and knowledge management throughout organizations...
COMPANY NAMES: Advantage Learning **Systems** Inc.
19991228

...teacher training through its Reading Renaissance(R), Math Renaissance(TM), and Effective Teaching(TM) seminars, **test** -generation software to educational publishers, and enterprise software for training and knowledge management throughout organizations...
COMPANY NAMES: Advantage Learning **Systems** Inc.
19990914

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Set     Items   Description
S1    2902051   SYSTEM? ?
S2    3931846   METHOD? ?
S3    2346477   PROCESS??
S4     193450   PROCEDURE?
S5     325915   TUTOR? OR INSTRUCT? OR TEACH? OR DRILL?
S6     144545   EDUCAT? OR LEARN? OR TRAIN? OR PEDAGOG?
S7      11201   READ?(5N)(SKILL? OR COMPREHEN? OR APTITUD? OR ABILIT? OR U-
             NDERSTAND? OR EXERCIS??? OR PRACTIC??? OR TEST? OR EXAM??????-
             ??)
S8    1158630   GRADE? ? OR GRADING OR EVALUAT? OR RATE? ? OR RATING OR AN-
             ALYS? OR ANALYZ? OR SCORE? ? OR SCORING
S9     648211   TEST OR TESTS OR TESTED OR TESTING
S10    164614   INTERACTIVE? OR INTER()ACTIVE? OR FEEDBACK? OR FEED?()BACK
             OR CLOSED()LOOP OR CLOSEDLOOP
S11    178341   ADAPTIV? OR DYNAMIC?
S12    449219   SUMMARY? OR SUMMARIE? OR SUMMARIS? OR SUMMERIZ? OR ANSWER?
             OR RESPONSE? ?
S13    462377   SYNOPS? OR ABSTRACT? OR THUMBNAIL? OR BRIEF? OR PASSAGE? ?
S14     49112   ALGORITHM? OR WORKSTATION? OR WORK()STATION?
S15    391451   DESKTOP? OR DESK()(TOP OR TOPS) OR PROCESSOR? ?
S16     54248   AUTOMATED?
S17    680986   COMPUTER? ?
S18    169635   CPU OR CENTRAL()PROCESS?()UNIT?
S19     10543   COMPUTERIS??? OR COMPUTERIZ???
S20      6165   COMPUTER()BASED OR COMPUTERBASED
S21     78914   HIERARCH? OR TAXONOM? OR CATEGOR? OR CLASSIFY? OR CLASSIFI-
             CAT???
S22   1262724   IC=(G10L? OR G09B? OR G06K? OR G06F?)
S23     13051   CUSTOMIZ? OR CUSTOMIS? OR PERSONALIS? OR PERSONALIZ? OR (C-
             USTOM OR TAILOR)()(MADE OR MAKE?) OR INDIVIDUALIS? OR INDIVID-
             UALIZ?
S24       703   S1:S4 AND S5:S6 AND S7
S25       359   S24 AND S14:S20
S26       238   S25 AND S8:S9
S27        20   S25 AND S10:S11
S28        51   S25 AND S12:S13
S29         7   S25 AND S21
S30         3   S25 AND S23
S31       282   S25 AND S22
S32       196   S26 AND S27:S31
S33        72   S32 AND S5:S6(5N)S7
S34        18   S33 AND S10:S13
S35        71   S27:S30 OR S34
S36        48   S35 AND PY<2002
S37        48   IDPAT (sorted in duplicate/non-duplicate order)
? show files
File 347:JAPIO Oct 1976-2003/Sep(Updated 040105)
         (c) 2004 JPO & JAPIO
File 350:Derwent WPIX 1963-2004/UD,UM &UP=200402
         (c) 2004  Thomson Derwent
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37/3,K/4 (Item 4 from file: 350)
DIALOG(R)File 350:Derwent WPIX

014203932 **Image available**
WPI Acc No: 2002-024629/ **200203**
Related WPI Acc No: 2002-024622; 2002-254845; 2003-616148
XRPX Acc No: N02-019004
Interactive adaptive learning method **involves selecting succeeding stimuli, based on comparison of user** responses **and normative data and upon** classification **of user** responses **irrespective of normative data**
Patent Assignee: BREAKTHROUGH TO LITERACY INC (BREA-N)
Inventor: BROWN C J; ZIMMERMANN J N
Number of Countries: 001 Number of Patents: 001
Patent Family:

Patent No	Kind	Date	Applicat No	Kind	Date	Week
US 6206700	B1	20010327	US 9341541	A	19930402	200203 B
			US 94324024	A	19941014	

Priority Applications (No Type Date): US 9341541 A 19930402; US 94324024 A 19941014
Patent Details:

Patent No	Kind	Lan	Pg	Main IPC	Filing Notes
US 6206700	B1		57	G06K-009/00	Cont of application US 9341541

Interactive adaptive learning method **involves selecting succeeding stimuli, based on comparison of user** responses **and normative data and upon** classification **of user** responses **irrespective of normative data**

Abstract (Basic):
... Software program facilitating **adaptive learning** has stimuli presented by perceptional discrimination tasks to the user through stimuli presentation device and user perceivable display of user interface. The user input in **response** to stimuli is read. The succeeding stimuli is selected, by comparing user **responses** and normative data and on the **classification** of user **responses** irrespective of normative data.
... An INDEPENDENT CLAIM is also included for **adaptive learning method** .
...

...In **computer systems** for **training** or **learning** programs for hearing, speech, **reading** , writing, mathematics and language **skills** .

...
...An **interactive learning** assistance **system** is provided to improve the state such as hearing speech, reading, etc in the **system** . The **system** provides **process** oriented **training system** that reduces the wrong **learning** or **training** . Allows efficient **learning** and accommodates different ways of **learning** for both normal and problem **learners** . Since the **system** is self-adjusting to different **learner** 's speeds, styles and needs, the **system** is **dynamic** . Allows discovery and exploration for **learning** rather than imposed rules for **learning** . Empowers **learning** efficiency including improved speed in **learning** which translates into more efficient use of time and money. Allows number of options and features which can enhance **learning** for example interjecting background noise over speech recognition **training** stimuli for those who are hard of hearing...

...The figure shows the hardware components used in **interactive adaptive learning** .

...Title Terms: **LEARNING** ;

37/3,K/5 (Item 5 from file: 350)
DIALOG(R)File 350:Derwent WPIX

013733164 **Image available**
WPI Acc No: 2001-217394/ **200122**
XRPX Acc No: N01-154890
Computer **implemented** teaching **for students, involves adjusting difficulty level of** test **presented to student based on student performance computed based on time and** analysis **of student** response
Patent Assignee: NEW C A (NEWC-I)
Inventor: NEW C A
Number of Countries: 001 Number of Patents: 001
Patent Family:

Patent No	Kind	Date	Applicat No	Kind	Date	Week	
US 6155834	A	20001205	US 97884640	A	19970627	200122	B

Priority Applications (No Type Date): US 97884640 A 19970627
Patent Details:

Patent No	Kind	Lan	Pg	Main IPC	Filing Notes
US 6155834	A		89	G09B-019/00	

Computer **implemented** teaching **for students, involves adjusting difficulty level of** test **presented to student based on student performance computed based on time and** analysis **of student** response
Abstract (Basic):
... Whole and partial word recognition **test** and word sequence recognition **test** are presented to student and student **response** is determined as correct or incorrect. Student performance is computed based on the **response** time and **analysis** . Difficulty level of the presented **test** is adjusted based on the student performances. Thereafter the above **procedure** is performed repeatedly for **testing** students.
... c) **Method** of **teaching** student...

...Permits the student to interact with **teacher** to request repetition or expansion of the **test** and to adapt the **test** to the degree of interaction and help requested by the student. Provides **interactive** , data driven **exercises** to **teach** a student to **read** and combine tachistoscopic display with data driven **testing method** to **teach reading** measures **response** time of the student to a given **test** to more accurately gage student performance. Enables to change the type and degree of difficulty of a **reading test** according to the **response** time of the student...

...The figure shows the highest level overview flowchart illustrating the **computer** implemented **teaching system** .

Title Terms: **COMPUTER** ;
International Patent Class (Main): **G09B-019/00**

37/3,K/9 (Item 9 from file: 350)
DIALOG(R)File 350:Derwent WPIX

013393233 **Image available**
WPI Acc No: 2000-565171/ **200052**
XRPX Acc No: N00-417458
Language skills teaching method **using** computer system , **involves providing information indicative of whether user comprehended the language, on reception of user** response **in** response **to challenge**
Patent Assignee: MICROSOFT CORP (MICR-N)
Inventor: ACKER P C; APRIL R L; BONDI V J; CORTESE J T; DEWOLF Q; HALE C A; PELLA J P
Number of Countries: 087 Number of Patents: 003
Patent Family:

Patent No	Kind	Date	Applicat No	Kind	Date	Week	
WO 200043975	A1	20000727	WO 2000US1393	A	20000120	200052	B
AU 200028540	A	20000807	AU 200028540	A	20000120	200055	
US 6234802	B1	20010522	US 99237411	A	19990126	200130	

Priority Applications (No Type Date): US 99237411 A 19990126
Patent Details:

Patent No	Kind	Lan	Pg	Main IPC	Filing Notes
WO 200043975	A1	E	41	G09B-019/06	

Designated States (National): AE AL AM AT AU AZ BA BB BG BR BY CA CH CN CU CZ DE DK EE ES FI GB GD GE GH GM HR HU ID IL IN IS JP KE KG KP KR KZ LC LK LR LS LT LU LV MD MG MK MN MW MX NO NZ PL PT RO RU SD SE SG SI SK SL TJ TM TR TT UA UG UZ VN YU ZA ZW
Designated States (Regional): AT BE CH CY DE DK EA ES FI FR GB GH GM GR IE IT KE LS LU MC MW NL OA PT SD SE SL SZ TZ UG ZW

AU 200028540	A	G09B-019/06	Based on patent WO 200043975
US 6234802	B1	G09B-019/00	

Language skills teaching method **using** computer system , **involves providing information indicative of whether user comprehended the language, on reception of user** response **in** response **to challenge**

Abstract (Basic):
... A 3D graphical representation of an environment is rendered and adjusted in **response** to user input, to stimulate environment movement. Audio challenge requiring comprehension of language by user is communicated from a person encountered as a representation to user. On receiving audible **response** from user in **response** to challenge, information indicative of whether user comprehended the language is output.
... a) **computer system** for **teaching** language...

...b) language **skill teaching** program stored in **computer readable** recording medium...

...For **learning** , practicing and **evaluating** language skills using **computer system** .
...

...Since the user is enabled to converse with the person encountered as representation, verbal **responses** are compared with model **answers** , enabling to **analyze** the progress of user through lessons...

...figure shows block diagram representing general components for situating the user in virtual environment for **teaching** language skills
...Title Terms: **TEACH** ;

International Patent Class (Main): **G09B-019/00** ...

... **G09B-019/06**
International Patent Class (Additional): **G09B-005/06** ...

... **G09B-007/04** ...

... **G09B-019/04** ...
... **G09B-019/08**

37/3,K/11 (Item 11 from file: 350)
DIALOG(R)File 350:Derwent WPIX

013098449 **Image available**
WPI Acc No: 2000-270321/ **200023**
XRPX Acc No: N00-202430
Computerized **test result reporting** method **using optical scanning involves displaying merged** computer **record with template stored in memory**
Patent Assignee: BOOKETTE SOFTWARE CO (BOOK-N)
Inventor: LOIACONO R
Number of Countries: 001 Number of Patents: 001
Patent Family:

Patent No	Kind	Date	Applicat No	Kind	Date	Week	
US 6042384	A	20000328	US 98106958	A	19980630	200023	B

Priority Applications (No Type Date): US 98106958 A 19980630
Patent Details:

Patent No	Kind	Lan	Pg	Main IPC	Filing Notes
US 6042384	A		25	G09B-003/00	

Computerized **test result reporting** method **using optical scanning involves displaying merged** computer **record with template stored in memory**
Abstract (Basic):
... A **computer** record is produced in **computer** storage unit, based on test results obtained from electronic scanning of bubble sheet. The **computer** record is merged with template of **computer readable** image of **test** and is stored in memory. The final result is displayed on video monitor in printed...
... Test comprises questions and possible **answers** as ions, as template, includes correct **answer** for each question, scoring weightage, **learning** objective. INDEPENDENT CLAIMS are also included for the following...

...a) **computerized** test result reporting program...

...For scoring **instruction** , **tutorial** and testing materials for reporting results to user for e.g. student, parent, **teacher** etc...

...Common template occupies less storage space. Since the student **responses** are scanned using bubble sheet, even large number of students reports can be administered to test. The format displays even correct and wrong **answers** based on students **response** . The video display also serves to give **feed back** to student, directly. Grading can be performed and displayed...

...The figure shows the **computerized** test result reporting...
...Title Terms: **METHOD** ;

37/3,K/12 (Item 12 from file: 350)
DIALOG(R)File 350:Derwent WPIX

012812323
WPI Acc No: 1999-618554/ **199953**
XRPX Acc No: N99-455934
Method **for development of integral-** algorithmic reading skills
Patent Assignee: KUZNETSOV O A (KUZN-I)
Inventor: KUZNETSOV O A
Number of Countries: 001 Number of Patents: 001
Patent Family:

Patent No	Kind	Date	Applicat No	Kind	Date	Week	
RU 2113730	C1	19980620	RU 97115960	A	19970926	199953	B

Priority Applications (No Type Date): RU 97115960 A 19970926
Patent Details:

Patent No	Kind	Lan	Pg	Main IPC	Filing Notes
RU 2113730	C1			G09B-017/04	

Method **for development of integral-** algorithmic reading skills

Abstract (Basic):
... **Method** involves generation of image of integral reading **algorithm** for 5-10 days, fixing reader's attention on selective search of **answer** to question of corresponding block of integral **algorithm** . When student finished fast-reading mode in 1-2 minutes, he is **instructed** for mental representation of visual image of integral reading **algorithm** . Results of information fixation are recorded in each block.
... **Education** of operators to rapid information perception
Title Terms: **METHOD** ;

37/3,K/14 (Item 14 from file: 350)
DIALOG(R)File 350:Derwent WPIX

012744556 **Image available**
WPI Acc No: 1999-550673/ **199946**
XRPX Acc No: N99-407472
Speech recognition method **using a** computer , **for** teaching **language** reading skills
Patent Assignee: SYRACUSE LANGUAGE SYSTEMS INC (SYRA-N)
Inventor: ROTHENBERG M
Number of Countries: 083 Number of Patents: 003
Patent Family:

Patent No	Kind	Date	Applicat No	Kind	Date	Week	
WO 9940556	A1	19990812	WO 99US2782	A	19990209	199946	B
AU 9926663	A	19990823	AU 9926663	A	19990209	200005	
US 6134529	A	20001017	US 9820899	A	19980209	200054	

Priority Applications (No Type Date): US 9820899 A 19980209
Patent Details:

Patent No	Kind	Lan	Pg	Main IPC	Filing Notes
WO 9940556	A1	E	32	G09B-019/04	

Designated States (National): AL AM AT AU AZ BA BB BG BR BY CA CH CN CU CZ DE DK EE ES FI GB GE GH GM HR HU ID IL IN IS JP KE KG KP KR KZ LC LK LR LS LT LU LV MD MG MK MN MW MX NO NZ PL PT RO RU SD SE SG SI SK SL TJ TM TR TT UA UG UZ VN YU ZW
Designated States (Regional): AT BE CH CY DE DK EA ES FI FR GB GH GM GR IE IT KE LS LU MC MW NL OA PT SD SE SZ UG ZW

AU 9926663	A	G09B-019/04	Based on patent WO 9940556
US 6134529	A	G10L-015/10	

Speech recognition method **using a** computer , **for** teaching **language** reading skills

Abstract (Basic):
... A predetermined **response** to a speech segment is presented to a user (26) based on the comparison between the speech **response** segment to the subsets (2a,2b,2c) of stored internal speech patterns and the internal...

...pattern in the subset. A comparison subprogram is executed in order to perform a comparison **process** .
... internal speech patterns containing at least one correct internal speech pattern corresponding to a correct **response** and one internal speech pattern corresponding to an incorrect **response** , using a **computer** program. By executing the comparison subprogram, a pattern difference is produced by comparing the correct internal speech pattern and the internal speech pattern corresponding to the incorrect **response** . A visual image corresponding to the correct internal speech pattern is presented to the user, after which the speech **response** segment is obtained from the user...

...For **teaching** language **reading skills** using a **computer** .
...

...recognition decision links to a correct meaning by providing the proper pronunciation of each allowable **response** and its meaning to the **learner** through audio or visual component. Meaning of incorrect or inappropriate **responses** can be made available to user. Improves discrimination between properly pronounced and deficient production by

including certain dummy **responses** representing misinformed or mispronounced versions of certain properly pronounced **responses** to a vocabulary. Extends capability of **computer** speech recognition program to reliably recognize, understand and **analyze** large vocabulary of words and phrases for **teaching** of comprehension and oral production of words and phrases...

...The figure shows the explanatory diagram of a speech recognition **method** .

...Title Terms: **METHOD** ;
International Patent Class (Main): **G09B-019/04** ...

... **G10L-015/10**
International Patent Class (Additional): **G09B-007/04** ...

... **G10L-003/00**

37/3,K/16 **(Item 16 from file: 350)**
DIALOG(R)File 350:Derwent WPIX

012346462 **Image available**
WPI Acc No: 1999-152569/ **199913**
XRPX Acc No: N99-110006
Computer **implemented reading deficit predicting** method **for human beings**
Patent Assignee: SCI LEARNING CORP (SCLE-N)
Inventor: AHISSAR M; MERZENICH M M; PROTOPAPAS A
Number of Countries: 083 Number of Patents: 003
Patent Family:

Patent No	Kind	Date	Applicat No	Kind	Date	Week	
US 5868683	A	19990209	US 97957680	A	19971024	199913	B
WO 9921480	A1	19990506	WO 98US22219	A	19981020	199925	
AU 9911085	A	19990517	AU 9911085	A	19981020	199939	

Priority Applications (No Type Date): US 97957680 A 19971024
Patent Details:

Patent No	Kind	Lan	Pg	Main IPC	Filing Notes
US 5868683	A		14	G06F-015/00	
WO 9921480	A1	E		A61B-005/16	

Designated States (National): AL AM AT AU AZ BA BB BG BR BY CA CH CN CU CZ DE DK EE ES FI GB GD GE GH GM HR HU ID IL IS JP KE KG KP KR KZ LC LK LR LS LT LU LV MD MG MK MN MW MX NO NZ PL PT RO RU SD SE SG SI SK SL TJ TM TR TT UA UG US UZ VN YU ZW
Designated States (Regional): AT BE CH CY DE DK EA ES FI FR GB GH GM GR IE IT KE LS LU MC MW NL OA PT SD SE SZ UG ZW

AU 9911085	A			A61B-005/16	Based on patent WO 9921480

Computer **implemented reading deficit predicting** method **for human beings**

Abstract (Basic):
... A **response** of two levels indicating perception by human being that first tonal stimulus is equal to, or different from second tonal stimulus provided, is received. Frequency difference at which **response** is inaccurate, is confirmed. Frequency difference indicates susceptibility of human being to reading deficit, if...
... of the frequencies is modified to reduce or increase frequency difference respectively, corresponding to the **response** being accurate or inaccurate, after which the **processes** are repeated. The set of tonal stimuli provided to the human being is independent of...

...deficit in person especially pre-reading and person of other linguistic background child for improving **learning** efficiency...

...Improves **ability** of person to **read** , decode and **comprehend** written words, thus paving way for unobstructed social and/or economic success. Is employed to...
Title Terms: **COMPUTER** ;

37/3,K/19 (Item 19 from file: 350)
DIALOG(R)File 350:Derwent WPIX

009837587 **Image available**
WPI Acc No: 1994-117443/ **199414**
Related WPI Acc No: 1995-089103; 1998-031542
XRPX Acc No: N94-092073
Teaching method **for reducing illiteracy and improving use of** computer **technology - using** computer **stimuli and student** response **data from memory to** evaluate **skill level, selecting target objective for touch, movement, sight or sound and** testing **user's ability to reproduce same**
Patent Assignee: CORDER P R (CORD-I)
Inventor: CORDER P R
Number of Countries: 001 Number of Patents: 001
Patent Family:

Patent No	Kind	Date	Applicat No	Kind	Date	Week	
US 5302132	A	19940412	US 92863687	A	19920401	199414	B

Priority Applications (No Type Date): US 92863687 A 19920401
Patent Details:

Patent No	Kind	Lan	Pg	Main IPC	Filing Notes
US 5302132	A		61	G09B-019/00	

Teaching method **for reducing illiteracy and improving use of** computer **technology**...

...**using** computer **stimuli and student** response **data from memory to** evaluate **skill level, selecting target objective for touch, movement, sight or sound and** testing **user's ability to reproduce same**

...Abstract (Basic): The **method** for **teaching** communication skills using language constructs and a **computer based system** involves **evaluating** a student's communication skills by using **computer** generated stimuli to which a student responds and the student's previous **response** data from the memory. The stimuli and the **response** data concern either touch, movement, sight, sound, or speech. A target **instructional** objective is selected for mastering a language construct, selected by the **computer** from **hierarchically** ranked objectives. The **evaluation** is used to prepare an optimal cognitive strategy to achieve the target **instructional** objective. The strategy employs touch, movement, sight, sound, and speech as the student progressively encounters...

...The student's ability is **tested** to reproduce, recognise, write, type, hand sign, speak, spell, use, or translate the target objective by using stored decision rules for comparing the **test** results to a first predetermined criterion stored in the **system** . The **procedure** is repeated if the **test** results do not exceed the first predetermined performance criterion. If the first predetermined performance criterion ...

...USE/ADVANTAGE - E.g. for enabling student to develop correct enunciation, spelling, writing and **reading skills** . Also suited to **teaching** Braille skills to blind user...
Title Terms: **TEACH** ;
International Patent Class (Main): **G09B-019/00**

37/3,K/20 (Item 20 from file: 350)
DIALOG(R)File 350:Derwent WPIX

009400050 **Image available**
WPI Acc No: 1993-093559/ **199311**
XRPX Acc No: N93-071657
Voice interactive computer system **for aiding student** learning **e.g. of language - includes digitiser for operator voice input and processing circuitry, with input selectively replayed and compared to prerecorded vocabulary stored on compact disc read only memory**
Patent Assignee: INTECHNICA INT INC (INTE-N)
Inventor: BOLIN P S; MASON R B
Number of Countries: 002 Number of Patents: 002
Patent Family:

Patent No	Kind	Date	Applicat No	Kind	Date	Week
US 5191617	A	19930302	US 8740512	A	19870420	199311 B
			US 89423628	A	19891018	
			US 90543964	A	19900622	
CA 1314395	C	19930316	CA 564546	A	19880419	199331

Priority Applications (No Type Date): US 8740512 A 19870420; US 89423628 A 19891018; US 90543964 A 19900622
Patent Details:

Patent No	Kind	Lan	Pg	Main IPC	Filing Notes
US 5191617	A		103	G10L-005/00	Cont of application US 8740512 Cont of application US 89423628
CA 1314395	C			G09B-019/00	

Voice interactive computer system **for aiding student** learning **e.g. of language**...

...Abstract (Basic): The **interactive instruction** appts. has a video display for presenting video messages selected to **exercise** student **reading** and **comprehension skills** . An audio output device presents audio messages selected to excercise student listening skills, and an audio input device receives audio **responses** selected to exercise student speaking skills. A text input receives text **responses** selected to exercise student writing skills, and student speech reproduction device receives, digitises and reproduces a student speech **response** . A reference **response** generator provides a reference speech from a digital recording...

...presentation of audio messages through the audio output and the reception of text and audio **responses** through the respective input...

...At least one exercise includes a message for prompting a student speech **response** . An **interactive** period occurs during which speech reproduction device receives and reproduces a student speech **response** and the reference **response** general provides a reference **response** for comparison with the student **response** , thereby allowing the student to evaluate his/her own **learning** progress. An exercise controller responsive to the student for either 1) autonomously signals the exercise generator to provide an exercise, or alternatively signals the generator to repeat an **interactive** period...

...USE/ADVANTAGE - Language **teaching system** with vocabulary stored on CD-ROM. Allows student progress at own pace, in independent fashion...
...Title Terms: **COMPUTER** ;

37/3,K/28 (Item 28 from file: 350)
DIALOG(R)File 350:Derwent WPIX

004700441
WPI Acc No: 1986-203783/ **198631**
XRPX Acc No: N86-152221
Automated **control** systems **operator occupational skill test machine - has outputs from standards setter and operator desk to address comparator with output to distributor**
Patent Assignee: KUMANICHKIN YU S (KUMA-I)
Inventor: KUMANICHKI Y U S
Number of Countries: 001 Number of Patents: 001
Patent Family:

Patent No	Kind	Date	Applicat No	Kind	Date	Week	
SU 1201864	A	19851230	SU 3776865	A	19840730	198631	B

Priority Applications (No Type Date): SU 3776865 A 19840730
Patent Details:

Patent No	Kind	Lan	Pg	Main IPC	Filing Notes
SU 1201864	A		5		

Automated **control** systems **operator occupational skill test machine**...

...Abstract (Basic): 9) and an end of standard presentation finder (14) as a standards setter (13), the **answer** input unit (4) **answer** memory (5), **answer** address counter (10) and end of **answer** finder (11) as an operator desk, **answer** comparator (6), generator) (7) OR-gate (8) the counters (17-19) as a counter (15...

...A limited sequence of signs is fed to the display as a **test** message which is **read** by the operator to respond by the **answer** input unit. If the **answer** differs to the standard information, a signal from the end of **answer** finder leads to increase of e.g. an omissions count. Errors of the type unnecessary...

...USE/ADVANTAGE - As an occupational skill tester for **automated** control **system** operators, accuracy is increased. Certainty is increased in assessing operator activity by wider **classification** of operator incorrect actions and avoiding false **classification** attributes in assessing the degree of **training** and knowledge for occupational selection based on engineering psychology. Bul.48/30.12.85 (5pp...
...Title Terms: **SYSTEM** ;

37/3,K/39 (Item 39 from file: 347)
DIALOG(R)File 347:JAPIO

03983281 **Image available**
ELECTRONIC **LEARNING** MACHINE

PUB. NO.: 04-348381 [JP 4348381 A]
PUBLISHED: December 03, 1992 (**19921203)**
INVENTOR(s): MIMURA ISAO
APPLICANT(s): CASIO COMPUT CO LTD [350750] (A Japanese Company or Corporation), JP (Japan)
APPL. NO.: 03-079910 [JP 9179910]
FILED: April 12, 1991 (19910412)
JOURNAL: Section: P, Section No. 1526, Vol. 17, No. 210, Pg. 13, April 23, 1993 (19930423)

ELECTRONIC **LEARNING** MACHINE

...PUBLISHED: **19921203)**

ABSTRACT

PURPOSE: To obtain the electronic **learning** machine on which it is known that the limited time for a test question is...

...CONSTITUTION: The **learning** machine operates by a **computer system** and a program for a flow is written in its internal ROM. A **process** corresponding to key operation for selecting a mode is performed and a timer **process** and a key **process** accompanying the key operation are performed in a step S2. When a **learning** mode is selected, **processes** in steps S4-S23 are performed and while specific bar codes provided on a question form are selected by a bar code **reader** , **test** questions are **answered** . The **test** time and question **answer** limit time are controlled by two timers to generates an alarm A in the step...

...test time is elapsed and an alarm B in the step S19 when the question **answer** limit time is elapsed, and proper displays are made respectively. When a display mode for the **learning** result is selected, the display **process** in the step S13 is performed to display whether or not **answers** to questions are correct, the time required for the **answer** for each problem, a symbol indicating that the limit time is elapsed, etc.

37/3,K/41 (Item 41 from file: 347)
DIALOG(R)File 347:JAPIO

03381805 **Image available**
LEARNING DEVICE FOR NUMERICAL CONTROLLER

PUB. NO.: 03-044705 [JP 3044705 A]
PUBLISHED: February 26, 1991 (**19910226)**
INVENTOR(s): KAWAI OTOJI
APPLICANT(s): AMADA CO LTD [330108] (A Japanese Company or Corporation), JP (Japan)
APPL. NO.: 01-179060 [JP 89179060]
FILED: July 13, 1989 (19890713)
JOURNAL: Section: P, Section No. 1202, Vol. 15, No. 192, Pg. 27, May 17, 1991 (19910517)

LEARNING DEVICE FOR NUMERICAL CONTROLLER

...PUBLISHED: **19910226)**

ABSTRACT

PURPOSE: To **learn** the operating **method** with high efficiency with use of a **practical** numerical controller (NC) by **reading** an operation **training** program out of an IC card to **teach** the operating **method** to a **learner** in an **interactive** way and carrying out the **training** program...

...CONSTITUTION: An IC card 28 storing an operation **teaching** program is set to an IC card interface part 27, and the **training** program is carried out by a **CPU** 21 of an NC. Then the operating guidance is displayed in the prescribed **procedure** at a man-machine interface part (including a keyboard 26 and a display 25) of the NC. Thus a user can naturally **learn** the operating **method** just by operating the keyboard 26 in an **interactive** way by reference to the displayed **procedure** . As a result, the operating **method** of an NC is **learned** effectively with use of this NC itself.

```
Set     Items   Description
S1        108   AU=(HAYNES J? OR HAYNES, J? OR HAYNES J OR HAYNES, J OR HA-
              YNES J. OR HAYNES, J. OR HAYNES JA OR HAYNES, JA OR HAYNES J.-
              A. OR HAYNES, J.A. OR HAYNES JACQUELINE OR HAYNES, JACQUELINE)
S2        171   AU=(FOWLER D? OR FOWLER, D? OR FOWLER D OR FOWLER, D OR FO-
              WLER D. OR FOWLER, D. OR FOWLER DS OR FOWLER, DS OR FOWLER D.-
              S. OR FOWLER, D.S. OR FOWLER DANIEL OR FOWLER, DANIEL)
S3          1   AU=(BELTZ S? OR BELTZ, S? OR BELTZ S OR BELTZ, S OR BELTZ -
              S. OR BELTZ, S. OR BELTZ SL OR BELTZ, SL OR BELTZ S.L. OR BEL-
              TZ, S.L. OR BELTZ SHANNON OR BELTZ, SHANNON)
S4          0   JACQUELINE(2N)HAYNES OR DANIEL(2N)FOWLER OR SHANNON(2N)BEL-
              TZ
S5        977   READ?(3N)(SKILL? OR COMPREHEN? OR APTITUDE? OR ABILIT? OR -
              UNDERSTAND?)
S6    1262724   IC=(G10L? OR G09B? OR G06F? OR G06K?)
S7         20   S1:S4 AND S5:S6
? show files
File 347:JAPIO Oct 1976-2003/Sep(Updated 040105)
         (c) 2004 JPO & JAPIO
File 350:Derwent WPIX 1963-2004/UD,UM &UP=200402
         (c) 2004  Thomson Derwent
? pause
?
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7/3,K/1 (Item 1 from file: 350)
DIALOG(R)File 350:Derwent WPIX

015267148 **Image available**
WPI Acc No: 2003-328077/200331
XRPX Acc No: N03-262355
Positioning system for automated irrigation system, includes receivers which generate corrected position signals indicative of extent of misalignment between several connected sections of system
Patent Assignee: RAVEN IND INC (RAVE-N)
Inventor: FOWLER C W; **FOWLER D A** ; POWELL G D
Number of Countries: 001 Number of Patents: 001
Patent Family:

Patent No	Kind	Date	Applicat No	Kind	Date	Week	
US 6512992	B1	20030128	US 99263982	A	19990305	200331	B

Priority Applications (No Type Date): US 99263982 A 19990305
Patent Details:

Patent No	Kind	Lan	Pg	Main IPC	Filing Notes
US 6512992	B1		8	G01C-019/18	

...Inventor: **FOWLER D A**
International Patent Class (Additional): **G06F-007/00**

7/3,K/2 (Item 2 from file: 350)
DIALOG(R)File 350:Derwent WPIX

Inventors application

015095743 **Image available**
WPI Acc No: 2003-156261/200315
XRPX Acc No: N03-123350
Automated computer-based reading tutoring system, has semantic space module receiving student submitted summary of instructional passage to evaluate summary in congruence with passage and to determine subsequent passage
Patent Assignee: BELTZ S L (BELT-I); FOWLER D S (FOWL-I); HAYNES J A (HAYN-I); INTELLIGENT AUTOMATION INC (INTE-N)
Inventor: **BELTZ S L** ; **FOWLER D S** ; **HAYNES** J A
Number of Countries: 100 Number of Patents: 002
Patent Family:

Patent No	Kind	Date	Applicat No	Kind	Date	Week	
US 20020156632	A1	20021024	US 2001836165	A	20010418	200315	B
WO 200286844	A1	20021031	WO 2002US8267	A	20020418	200315	

Priority Applications (No Type Date): US 2001836165 A 20010418
Patent Details:

Patent No	Kind	Lan	Pg	Main IPC	Filing Notes
US 20020156632	A1		21	G10L-021/00	
WO 200286844	A1	E		G09B-017/00	

Designated States (National): AE AG AL AM AT AU AZ BA BB BG BR BY BZ CA CH CN CO CR CU CZ DE DK DM DZ EC EE ES FI GB GD GE GH GM HR HU ID IL IN IS JP KE KG KP KR KZ LC LK LR LS LT LU LV MA MD MG MK MN MW MX MZ NO NZ OM PH PL PT RO RU SD SE SG SI SK SL TJ TM TN TR TT TZ UA UG US UZ VN YU ZA ZM ZW
Designated States (Regional): AT BE CH CY DE DK EA ES FI FR GB GH GM GR IE IT KE LS LU MC MW MZ NL OA PT SD SE SL SZ TR TZ UG ZM ZW
Inventor: **BELTZ S L** ...

... **FOWLER D S** ...

... **HAYNES J A**
International Patent Class (Main): **G09B-017/00** ...

... **G10L-021/00**

7/3,K/3 (Item 3 from file: 350)
DIALOG(R)File 350:Derwent WPIX

014562591 **Image available**
WPI Acc No: 2002-383294/200241
XRPX Acc No: N02-300028
Switch-based acceleration of computer data storage employing aggregation of disc array by dynamic reconfiguration of fiber channel switch in response to map/unmap commands
Patent Assignee: EMC CORP (EMCE-N)
Inventor: BROWN J A; ERICSON G M; **HAYNES J E** ; SOLOMON R C
Number of Countries: 003 Number of Patents: 003
Patent Family:

Patent No	Kind	Date	Applicat No	Kind	Date	Week	
WO 200227494	A2	20020404	WO 2001US29264	A	20010918	200241	B
GB 2383163	A	20030618	WO 2001US29264	A	20010918	200340	
			GB 20036150	A	20030318		
DE 10196700	T	20030828	DE 1096700	A	20010918	200357	
			WO 2001US29264	A	20010918		

Priority Applications (No Type Date): US 2000670933 A 20000928
Patent Details:

Patent No	Kind	Lan	Pg	Main IPC	Filing Notes
WO 200227494	A2	E	34	G06F-012/00	
Designated States (National): DE GB JP					
GB 2383163	A			G06F-012/00	Based on patent WO 200227494
DE 10196700	T			G06F-012/00	Based on patent WO 200227494

...Inventor: **HAYNES J E**
International Patent Class (Main): **G06F-012/00**

7/3,K/4 (Item 4 from file: 350)
DIALOG(R)File 350:Derwent WPIX

012765431
WPI Acc No: 1999-571559/199948
Related WPI Acc No: 1999-444266; 1999-444268
XRPX Acc No: N99-421201
Two-level address translation and memory registration system for use in Virtual Interface Architecture (VIA) for System Area Networks (SANs)
Patent Assignee: TANDEM COMPUTERS INC (TAND)
Inventor: **FOWLER D L** ; GARCIA D J
Number of Countries: 021 Number of Patents: 002
Patent Family:

Patent No	Kind	Date	Applicat No	Kind	Date	Week	
WO 9935579	A1	19990715	WO 99US320	A	19990106	199948	B
US 6163834	A	20001219	US 9870650	A	19980107	200102	
			US 98228069	A	19981230		

Priority Applications (No Type Date): US 98228069 A 19981230; US 9870650 P 19980107
Patent Details:
Patent No Kind Lan Pg Main IPC Filing Notes
WO 9935579 A1 E 19 G06F-012/02
Designated States (National): CA JP
Designated States (Regional): AT BE CH CY DE DK ES FI FR GB GR IE IT LU MC NL PT SE
US 6163834 A G06F-012/10 Provisional application US 9870650
Inventor: **FOWLER D L** ...
International Patent Class (Main): **G06F-012/02** ...

... **G06F-012/10**

7/3,K/5 (Item 5 from file: 350)
DIALOG(R)File 350:Derwent WPIX
(c) 2004 Thomson Derwent. All rts. reserv.

012458052 **Image available**
WPI Acc No: 1999-264160/199922
XRPX Acc No: N99-196769
Sharing common backbone structure between user networks
Patent Assignee: NEWBRIDGE NETWORKS CORP (NEWB-N); ALCATEL CANADA INC (COGE); CHAN R A (CHAN-I); FOWLER D G (FOWL-I); WATKINSON D (WATK-I)
Inventor: DUNCAN I H; ERNAULT J; HALL G; WATKINSON D; WATT J; YOUNG K; CHAN R A; **FOWLER D G**
Number of Countries: 083 Number of Patents: 009
Patent Family:

Patent No	Kind	Date	Applicat No	Kind	Date	Week	
WO 9918751	A1	19990415	WO 98CA937	A	19981002	199922	B
AU 9893352	A	19990427	AU 9893352	A	19981002	199936	
CA 2217275	A1	19990403	CA 2217275	A	19971003	199937	
CA 2242219	A1	19990403	CA 2242219	A	19980630	199937	
EP 1021931	A1	20000726	EP 98946196	A	19981002	200037	
			WO 98CA937	A	19981002		
US 20020097675	A1	20020725	US 98160087	A	19980925	200254	
US 6504819	B2	20030107	US 98160087	A	19980925	200306	
EP 1021931	B1	20030730	EP 98946196	A	19981002	200356	
			WO 98CA937	A	19981002		
DE 69816845	E	20030904	DE 616845	A	19981002	200366	
			EP 98946196	A	19981002		
			WO 98CA937	A	19981002		

Priority Applications (No Type Date): CA 2217275 A 19971003
Patent Details:
Patent No Kind Lan Pg Main IPC Filing Notes
WO 9918751 A1 E 75 H04Q-011/04
Designated States (National): AL AM AT AU AZ BA BB BG BR BY CA CH CN CU CZ DE DK EE ES FI GB GE GH GM HR HU ID IL IS JP KE KG KP KR KZ LC LK LR LS LT LU LV MD MG MK MN MW MX NO NZ PL PT RO RU SD SE SG SI SK SL TJ TM TR TT UA UG US UZ VN YU ZW
Designated States (Regional): AT BE CH CY DE DK EA ES FI FR GB GH GM GR IE IT KE LS LU MC MW NL OA PT SD SE SZ UG ZW
AU 9893352 A Based on patent WO 9918751
CA 2217275 A1 E H04L-012/46
CA 2242219 A1 E H04L-012/56
EP 1021931 A1 E H04Q-011/04 Based on patent WO 9918751
Designated States (Regional): AT BE CH CY DE DK ES FI FR GB GR IE IT LI LU MC NL PT SE
US 20020097675 A1 H04L-001/00

US 6504819 B2 G01R-031/08
EP 1021931 B1 E H04Q-011/04 Based on patent WO 9918751
Designated States (Regional): AT BE CH CY DE DK ES FI FR GB GR IE IT LI LU MC NL PT SE
DE 69816845 E H04Q-011/04 Based on patent EP 1021931
Based on patent WO 9918751

...Inventor: **FOWLER D G**
International Patent Class (Additional): **G06F-011/00** ...

7/3,K/6 (Item 6 from file: 350)
DIALOG(R)File 350:Derwent WPIX
(c) 2004 Thomson Derwent. All rts. reserv.

012228401 **Image available**
WPI Acc No: 1999-034508/199903
XRPX Acc No: N99-025852
Power supply subsystem for memory storage devices - has voltage offset circuitry that induces power supply to sense different output voltage than that sensed by other supplies, to regulate output of other supplies
Patent Assignee: FOWLER D R (FOWL-I); LARABELL H (LARA-I)
Inventor: **FOWLER D R** ; LARABELL H
Number of Countries: 001 Number of Patents: 001
Patent Family:

Patent No	Kind	Date	Applicat No	Kind	Date	Week	
US 5842030	A	19981124	US 95542797	A	19951004	199903	B

Priority Applications (No Type Date): US 95542797 A 19951004
Patent Details:

Patent No	Kind	Lan	Pg	Main IPC	Filing Notes
US 5842030	A		11	G06F-001/00	

Inventor: **FOWLER D R** ...
International Patent Class (Main): **G06F-001/00**
International Patent Class (Additional): **G06F-001/18** ...

... **G06F-001/26**

7/3,K/7 (Item 7 from file: 350)
DIALOG(R)File 350:Derwent WPIX
(c) 2004 Thomson Derwent. All rts. reserv.

011558852 **Image available**
WPI Acc No: 1997-535333/199749
XRPX Acc No: N97-445750
Spoon-feed initialisation in multiprocessor system - loading registers first with code sequence, releasing processor, executing one instruction loop, then modifying loop and executing this second loop
Patent Assignee: TANDEM COMPUTERS INC (TAND)
Inventor: BAKER W E; **FOWLER D L** ; SONNIER D P; WILLIAMS F A
Number of Countries: 001 Number of Patents: 001
Patent Family:

Patent No	Kind	Date	Applicat No	Kind	Date	Week	
US 5682528	A	19971028	US 95578889	A	19951222	199749	B

Priority Applications (No Type Date): US 95578889 A 19951222
Patent Details:

Patent No	Kind	Lan	Pg	Main IPC	Filing Notes
US 5682528	A		9	G06F-009/00	

...Inventor: **FOWLER D L**
International Patent Class (Main): **G06F-009/00**

7/3,K/8 (Item 8 from file: 350)
DIALOG(R)File 350:Derwent WPIX
(c) 2004 Thomson Derwent. All rts. reserv.

011541344 **Image available**
WPI Acc No: 1997-517825/199748
Related WPI Acc No: 1999-142290
XRPX Acc No: N99-421830
Fail-fast fail-functional fault-tolerant multiprocessor system
Patent Assignee: TANDEM COMPUTERS INC (TAND)
Inventor: BAKER W E; BUNTON W P; CAMPBELL G F; CUTTS R W; **FOWLER D L** ; GARCIA D J; HINTIKKA P N; HORST R W; ISWANDHI G I; SONNIER D P; WATSON W J; WILLIAMS F A
Number of Countries: 003 Number of Patents: 003
Patent Family:

Patent No	Kind	Date	Applicat No	Kind	Date	Week	
JP 9244960	A	19970919	JP 96146057	A	19960607	199748	B
CA 2178456	A	19961208	CA 2178456	A	19960606	199801	
US 5964835	A	19991012	US 92992944	A	19921217	199949	
			US 95482618	A	19950607		

Priority Applications (No Type Date): US 95482618 A 19950607; US 92992944 A 19921217
Patent Details:

Patent No	Kind	Lan	Pg	Main IPC	Filing Notes
JP 9244960	A		84	G06F-012/14	
US 5964835	A		81	G06F-012/14	CIP of application US 92992944
CA 2178456	A			G06F-015/167	

...Inventor: **FOWLER D L**
International Patent Class (Main): **G06F-012/14** ...

... **G06F-015/167**
International Patent Class (Additional): **G06F-015/16** ...

... **G06F-015/163**

7/3,K/9 (Item 9 from file: 350)
DIALOG(R)File 350:Derwent WPIX
(c) 2004 Thomson Derwent. All rts. reserv.

011189573 **Image available**
WPI Acc No: 1997-167498/199716
XRPX Acc No: N97-137771
Central processing unit with fault tolerant capability - has interface unit comparing 2nd part of dataword from 2nd interface unit with corresp. dataword from other processor to assert error signal if miscompare, similarly 2nd interface unit compares 1st part of dataword
Patent Assignee: TANDEM COMPUTERS INC (TAND); COMPAQ COMPUTER CORP (COPQ)
Inventor: BRUCKERT W F; BUNTON W P; 1FOWLER D L ; GARCIA D J; HORST R W; JONES C W; SONNIER D P; WATSON W J; WILLIAMS F A
Number of Countries: 008 Number of Patents: 006
Patent Family:

Patent No	Kind	Date	Applicat No	Kind	Date	Week	
EP 757315	A2	19970205	EP 96304175	A	19960606	199716	B

CA 2178394	A	19961208	CA 2178394	A	19960606	199716
JP 9128356	A	19970516	JP 96145278	A	19960607	199730
US 6233702	B1	20010515	US 95485055	A	19950607	200129
EP 757315	B1	20030312	EP 96304175	A	19960606	200319
DE 69626583	E	20030417	DE 626583	A	19960606	200333
			EP 96304175	A	19960606	

Priority Applications (No Type Date): US 95485055 A 19950607
Patent Details:

Patent No	Kind	Lan	Pg	Main IPC	Filing Notes
EP 757315	A2	E	92	G06F-011/16	
Designated States (Regional): DE FR GB IT SE					
CA 2178394	A			G06F-015/16	
JP 9128356	A		83	G06F-015/163	
US 6233702	B1			G06F-011/00	
EP 757315	B1	E		G06F-011/16	
Designated States (Regional): DE FR GB IT SE					
DE 69626583	E			G06F-011/16	Based on patent EP 757315

...Inventor: **FOWLER D L**
International Patent Class (Main): **G06F-011/00** ...

... **G06F-011/16** ...

... **G06F-015/16** ...

... **G06F-015/163**
International Patent Class (Additional): **G06F-011/18**

7/3,K/10 (Item 10 from file: 350)
DIALOG(R)File 350:Derwent WPIX

011176913 **Image available**
WPI Acc No: 1997-154838/199715
XRPX Acc No: N97-127965

Multiple processing system for reliable system area network - has CPUs which are operable in first mode independent of one another to executes instructions of different instruction streams and second mode in lock-step synchronism to execute same instruction at same time

Patent Assignee: TANDEM COMPUTERS INC (TAND)
Inventor: BAKER W E; BANTON R G; BROWN J M; BRUCKERT W F; BUNTON W P; CAMPBELL G F; CODDINGTON J D; CUTTS R W; DREXLER B L; ELROD H F; **FOWLER D L** ; GARCIA D J; HINTIKKA P N; HORST R W; ISWANDHI G I; JEWETT D E; JONES C W; KLECKA J S; KRAUSE J C; LOW S G; MEREDITH S S; MEYERS S C; SONNIER D P; WATSON W J; WHITESIDE P L; WILLIAAMS F A; ZALZALA L E; WILLIAMS F A
Number of Countries: 003 Number of Patents: 003
Patent Family:

Patent No	Kind	Date	Applicat No	Kind	Date	Week	
CA 2178440	A	19961208	CA 2178440	A	19960606	199715	B
JP 9128347	A	19970516	JP 96145551	A	19960607	199730	
US 5751932	A	19980512	US 92992944	A	19921217	199826	
			US 95485217	A	19950607		

Priority Applications (No Type Date): US 95485217 A 19950607; US 92992944 A 19921217
Patent Details:

Patent No	Kind	Lan	Pg	Main IPC	Filing Notes
CA 2178440	A		206	G06F-015/17	

JP 9128347 A 85 G06F-015/16
US 5751932 A G06F-011/00 CIP of application US 92992944
...Inventor: **FOWLER D L**
International Patent Class (Main): **G06F-011/00** ...

... **G06F-015/16** ...

... **G06F-015/17**
International Patent Class (Additional): **G06F-011/16** ...

... **G06F**-011/18

7/3,K/11 (Item 11 from file: 350)
DIALOG(R)File 350:Derwent WPIX
(c) 2004 Thomson Derwent. All rts. reserv.

011176906 **Image available**
WPI Acc No: 1997-154831/199715
XRPX Acc No: N97-127959
Fault tolerant interrupt delivery for multi-processor network - involves coupling processing elements for transmission of information including interrupt messages
Patent Assignee: TANDEM COMPUTERS INC (TAND)
Inventor: BAKER W E; BUNTON W P; CODDINGTON J D; **FOWLER D L** ; GARCIA D J; HINTIKKA P N; ISWANDHI G I; MEREDITH S S; MILLER S H; SONNIER D P; WATSON W J; WILLIAMS F A
Number of Countries: 003 Number of Patents: 003
Patent Family:

Patent No	Kind	Date	Applicat No	Kind	Date	Week	
CA 2178408	A	19961208	CA 2178408	A	19960606	199715	B
US 5675807	A	19971007	US 92992944	A	19921217	199746	
			US 95481749	A	19950607		
JP 9244906	A	19970919	JP 96145552	A	19960607	199748	

Priority Applications (No Type Date): US 95481749 A 19950607; US 92992944 A 19921217
Patent Details:

Patent No	Kind	Lan	Pg	Main IPC	Filing Notes
CA 2178408	A		200	G06F-013/24	
US 5675807	A		81	G06F-013/00	CIP of application US 92992944
JP 9244906	A		83	G06F-009/46	

...Inventor: **FOWLER D L**
International Patent Class (Main): **G06F-009/46** ...

... **G06F-013/00** ...

... **G06F-013/24**
International Patent Class (Additional): **G06F-013/14** ...

... **G06F-015/16**

7/3,K/12 (Item 12 from file: 350)
DIALOG(R)File 350:Derwent WPIX
(c) 2004 Thomson Derwent. All rts. reserv.

011066618 **Image available**
WPI Acc No: 1997-044542/199705
XRPX Acc No: N97-036986

CPU pair synchronisation for duplex, lock-step operation - copying instruction and data content of memory of operating processor to memory of waiting processor at corresponding address locations

Patent Assignee: TANDEM COMPUTERS INC (TAND); COMPAQ COMPUTER CORP (COPQ)

Inventor: BAKER W E; BUNTON W P; **FOWLER D L** ; JONES C W; KRAUSE J C; SIMPSON M P; SONNIER D P; WATSON W J

Number of Countries: 008 Number of Patents: 006

Patent Family:

Patent No	Kind	Date	Applicat No	Kind	Date	Week	
EP 747820	A2	19961211	EP 96304176	A	19960606	199705	B
CA 2178406	A	19961208	CA 2178406	A	19960606	199715	
JP 9128348	A	19970516	JP 96145249	A	19960607	199730	
US 5751955	A	19980512	US 92992944	A	19921217	199826	
			US 95473541	A	19950607		
EP 747820	B1	20030502	EP 96304176	A	19960606	200330	
DE 69627749	E	20030605	DE 627749	A	19960606	200345	
			EP 96304176	A	19960606		

Priority Applications (No Type Date): US 95473541 A 19950607; US 92992944 A 19921217

Patent Details:

Patent No	Kind	Lan	Pg	Main IPC	Filing Notes
EP 747820	A2	E	92	G06F-011/16	
Designated States (Regional): DE FR GB IT SE					
CA 2178406	A			G06F-015/167	
JP 9128348	A		84	G06F-015/16	
US 5751955	A			G06F-011/00	CIP of application US 92992944
EP 747820	B1	E		G06F-011/16	
Designated States (Regional): DE FR GB IT SE					
DE 69627749	E			G06F-011/16	Based on patent EP 747820

...Inventor: **FOWLER D L**

International Patent Class (Main): **G06F-011/00** ...

... **G06F-011/16** ...

... **G06F-015/16** ...

... **G06F-015/167**

International Patent Class (Additional): **G06F-011/18** ...

... **G06F-012/16**

7/3,K/13 (Item 13 from file: 350)

DIALOG(R)File 350:Derwent WPIX

009981747 **Image available**

WPI Acc No: 1994-249461/199430

Related WPI Acc No: 1993-117791; 1994-249459; 1994-249460; 1995-215368; 1996-287386; 1999-633470

XRPX Acc No: N94-196988

Digital image analysis for automatically identifying background objects - searching image for object, determining interior points of object, associating locations of object points to colour index of each point in buffer and copying buffer to display

Patent Assignee: DU PONT DE NEMOURS & CO E I (DUPO)

Inventor: **FOWLER D B** ; VAIDYANATHAN A G; **FOWLER D** ; VAIDYANATHAN A

Number of Countries: 026 Number of Patents: 008

Patent Family:

Patent No	Kind	Date	Applicat No	Kind	Date	Week	
WO 9416405	A1	19940721	WO 93US2738	A	19930324	199430	B
AU 9342762	A	19940815	AU 9342762	A	19930324	199442	
EP 628189	A1	19941214	EP 93912074	A	19930324	199503	
			WO 93US2738	A	19930324		
JP 7504533	W	19950518	WO 93US2738	A	19930324	199528	
			JP 94515940	A	19930324		
US 5448652	A	19950905	US 91767339	A	19910927	199541	
			US 92999702	A	19921231		
			US 92999703	A	19921231		
			US 9335819	A	19930323		
EP 628189	B1	20011219	EP 93912074	A	19930324	200206	
			WO 93US2738	A	19930324		
DE 69331380	E	20020131	DE 631380	A	19930324	200216	
			EP 93912074	A	19930324		
			WO 93US2738	A	19930324		
JP 3296494	B2	20020702	WO 93US2738	A	19930324	200246	
			JP 94515940	A	19930324		

Priority Applications (No Type Date): US 9335819 A 19930323; US 92999703 A 19921231; US 91767339 A 19910927; US 92999702 A 19921231

Patent Details:

Patent No	Kind	Lan	Pg	Main IPC	Filing Notes
WO 9416405	A1	E	117	G06F-015/72	
Designated States (National): AU BR BY CA JP KZ RU UA					
Designated States (Regional): AT BE CH DE DK ES FR GB GR IE IT LU MC NL PT SE					
AU 9342762	A			G06F-015/72	Based on patent WO 9416405
EP 628189	A1	E	2	G06F-015/72	Based on patent WO 9416405
Designated States (Regional): AT BE CH DE DK ES FR GB GR IE IT LI LU MC NL PT SE					
JP 7504533	W		34	G06T-007/00	Based on patent WO 9416405
US 5448652	A		69	G06K-009/46	CIP of application US 91767339
					CIP of application US 92999702
					CIP of application US 92999703
					CIP of patent US 5371810
					CIP of patent US 5375177
EP 628189	B1	E		G06T-011/00	Based on patent WO 9416405
Designated States (Regional): AT BE CH DE DK ES FR GB GR IE IT LI LU MC NL PT SE					
DE 69331380	E			G06T-011/00	Based on patent EP 628189
					Based on patent WO 9416405
JP 3296494	B2		61	G06T-007/00	Previous Publ. patent JP 7504533
					Based on patent WO 9416405

Inventor: **FOWLER D B ...**

... FOWLER D

International Patent Class (Main): **G06F-015/72 ...**

... G06K-009/46

7/3,K/14 (Item 14 from file: 350)

DIALOG(R)File 350:Derwent WPIX

009981746 **Image available**

WPI Acc No: 1994-249460/199430

Related WPI Acc No: 1993-117791; 1994-249459; 1994-249461; 1995-215368; 1996-287386; 1999-633470

XRPX Acc No: N94-196987

Object identification by colour - using number of colour separated images of object and background to search for candidate object using threshold grey level and finding interior points via grey scale to give colour parameter

Patent Assignee: DU PONT DE NEMOURS & CO E I (DUPO)
Inventor: **FOWLER D B** ; VAIDYANATHAN A G; **FOWLER D** ; VAIDYANATHAN A
Number of Countries: 026 Number of Patents: 009
Patent Family:

Patent No	Kind	Date	Applicat No	Kind	Date	Week
WO 9416403	A1	19940721	WO 93US2706	A	19930324	199430 B
AU 9341002	A	19940815	AU 9341002	A	19930324	199442
EP 628188	A1	19941214	EP 93910551	A	19930324	199503
			WO 93US2706	A	19930324	
US 5375177	A	19941220	US 91767339	A	19910927	199505
			US 92999703	A	19921231	
JP 7504531	W	19950518	WO 93US2706	A	19930324	199528
			JP 94515938	A	19930324	
EP 628189	B1	20011219	EP 93912074	A	19930324	200206
			WO 93US2738	A	19930324	
EP 628188	B1	20020529	EP 93910551	A	19930324	200236
			WO 93US2706	A	19930324	
JP 3296492	B2	20020702	WO 93US2706	A	19930324	200246
			JP 94515938	A	19930324	
DE 69331968	E	20020704	DE 631968	A	19930324	200251
			EP 93910551	A	19930324	
			WO 93US2706	A	19930324	

Priority Applications (No Type Date): US 92999703 A 19921231; US 91767339 A 19910927; US 9335819 A 19930323
Patent Details:

Patent No	Kind	Lan	Pg	Main IPC	Filing Notes
WO 9416403	A1	E	106	G06F-015/70	
Designated States (National): AU BR BY CA JP KZ RU UA					
Designated States (Regional): AT BE CH DE DK ES FR GB GR IE IT LU MC NL PT SE					
AU 9341002	A			G06F-015/70	Based on patent WO 9416403
EP 628188	A1	E	2	G06F-015/70	Based on patent WO 9416403
Designated States (Regional): AT BE CH DE DK ES FR GB GR IE IT LI LU MC NL PT SE					
US 5375177	A		64	G06K-009/20	CIP of application US 91767339
JP 7504531	W		32	G06T-007/00	Based on patent WO 9416403
EP 628189	B1	E		G06T-011/00	Based on patent WO 9416405
Designated States (Regional): AT BE CH DE DK ES FR GB GR IE IT LI LU MC NL PT SE					
EP 628188	B1	E		G06T-007/60	Based on patent WO 9416403
Designated States (Regional): AT BE CH DE DK ES FR GB GR IE IT LI LU MC NL PT SE					
JP 3296492	B2		58	G06T-007/00	Previous Publ. patent JP 7504531 Based on patent WO 9416403
DE 69331968	E			G06T-007/60	Based on patent EP 628188 Based on patent WO 9416403

Inventor: **FOWLER D B** ...

... **FOWLER D**
International Patent Class (Main): **G06F-015/70** ...

... **G06K-009/20**
...International Patent Class (Additional): **G06K-009/46**

7/3,K/15 **(Item 15 from file: 350)**
DIALOG(R)File 350:Derwent WPIX

009737843 **Image available**
WPI Acc No: 1994-017694/199403
XRPX Acc No: N94-013438

Aircraft missile interface testing appts. - has portable control unit including microcomputer and interface panel which receives data from number of missile stations via umbilical ports

Patent Assignee: HUGHES AIRCRAFT CO (HUGA); RAYTHEON CO (RAYT)
Inventor: CARPENTER D C; CRISAFULLI J A; CURRY R J; EMMERT G T; **FOWLER D L** ; MILANI D A; MONK R W; VAN CLEVE D P; CARPENTER D G
Number of Countries: 015 Number of Patents: 014
Patent Family:

Patent No	Kind	Date	Applicat No	Kind	Date	Week	
EP 579143	A1	19940119	EP 93111089	A	19930710	199403	B
AU 9341919	A	19940120	AU 9341919	A	19930713	199409	
NO 9302532	A	19940114	NO 932532	A	19930712	199410	
CA 2100156	A	19940114	CA 2100156	A	19930708	199413	
JP 6183397	A	19940705	JP 93173326	A	19930713	199431	
AU 655890	B	19950112	AU 9341919	A	19930713	199509	
US 5414347	A	19950509	US 92912442	A	19920713	199524	
			US 94272441	A	19940708		
IL 106355	A	19980310	IL 106355	A	19930715	199820	
CA 2100156	C	19980728	CA 2100156	A	19930708	199841	
EP 579143	B1	19990929	EP 93111089	A	19930710	199945	
DE 69326583	E	19991104	DE 626583	A	19930710	199953	
			EP 93111089	A	19930710		
KR 134872	B1	19980423	KR 9313113	A	19930713	199954	
ES 2136104	T3	19991116	EP 93111089	A	19930710	200001	
NO 307433	B1	20000403	NO 932532	A	19930712	200023	

Priority Applications (No Type Date): US 92912442 A 19920713; US 94272441 A 19940708
Patent Details:

Patent No	Kind	Lan	Pg	Main IPC	Filing Notes
EP 579143	A1	E	18	F41G-007/00	
Designated States (Regional): BE CH DE ES FR GB IT LI					
ES 2136104	T3			F41G-007/00	Based on patent EP 579143
NO 307433	B1			F41A-031/00	Previous Publ. patent NO 9302532
JP 6183397	A		15	B64F-005/00	
AU 655890	B			F41G-007/00	Previous Publ. patent AU 9341919
US 5414347	A		15	G01R-001/04	Cont of application US 92912442
EP 579143	B1	E		F41G-007/00	
Designated States (Regional): BE CH DE ES FR GB IT LI					
DE 69326583	E			F41G-007/00	Based on patent EP 579143
AU 9341919	A			F41G-007/00	
NO 9302532	A			F41A-031/00	
CA 2100156	A			G01R-031/318	
IL 106355	A			F42B-035/00	
CA 2100156	C			G01R-031/3177	
KR 134872	B1			F41G-007/00	

...Inventor: **FOWLER D L**
...International Patent Class (Additional): **G06F-015/60** ...

... **G06F-017/50**

7/3,K/16 (Item 16 from file: 350)
DIALOG(R)File 350:Derwent WPIX

007309674
WPI Acc No: 1987-306681/198743
XRPX Acc No: N87-229271
Data storage system with data compression - uses data from sets of correlated parameters, groups multivalues parameters about mean value and uses pointer matrix memories
Patent Assignee: BECTON DICKINSON CO (BECT)
Inventor: **HAYNES J L**
Number of Countries: 001 Number of Patents: 001
Patent Family:

Patent No	Kind	Date	Applicat No	Kind	Date	Week	
US 4700294	A	19871013	US 84666300	A	19841030	198743	B

Priority Applications (No Type Date): US 84666300 A 19841030; US 82434623 A 19821015
Patent Details:

Patent No	Kind	Lan	Pg	Main IPC	Filing Notes
US 4700294	A		36		

Inventor: **HAYNES J L**
International Patent Class (Additional): **G06F-007/00** ...
... **G06F-012/00**

7/3,K/17 (Item 17 from file: 350)
DIALOG(R)File 350:Derwent WPIX

003798913
WPI Acc No: 1983-795154/198342
XRPX Acc No: N83-187516
Character cycle controller for CRT display terminal - makes every key cyclable so that keyboard can be used with any programmable terminal
Patent Assignee: SPERRY CORP (SPER)
Inventor: **FOWLER D M**
Number of Countries: 001 Number of Patents: 001
Patent Family:

Patent No	Kind	Date	Applicat No	Kind	Date	Week	
US 4408191	A	19831004				198342	B

Priority Applications (No Type Date): US 81334276 A 19811224; US 78908346 A 19780522; US 79102698 A 19791212
Patent Details:

Patent No	Kind	Lan	Pg	Main IPC	Filing Notes
US 4408191	A		10		

Inventor: **FOWLER D M**
International Patent Class (Additional): **G06F-003/02**

7/3,K/18 (Item 18 from file: 350)
DIALOG(R)File 350:Derwent WPIX

003647599
WPI Acc No: 1983-07608K/198304

XRAM Acc No: C83-007529
XRPX Acc No: N83-014857
Glassware forming system control system - in which machine sections are controlled in accordance with status reports
Patent Assignee: BALL CORP (BALP)
Inventor: **HAYNES J D** ; KWIATKOWSK J A; MAPES G H
Number of Countries: 014 Number of Patents: 004
Patent Family:

Patent No	Kind	Date	Applicat No	Kind	Date	Week	
EP 69329	A	19830112				198304	B
JP 58020738	A	19830207				198311	
BR 8203950	A	19830329				198319	
CA 1174339	A	19840911				198441	

Priority Applications (No Type Date): US 81281466 A 19810708
Patent Details:

Patent No	Kind	Lan	Pg	Main IPC	Filing Notes
EP 69329	A	E	73		

Designated States (Regional): AT BE CH DE FR GB IT LI LU NL SE
Inventor: **HAYNES J D** ...
...International Patent Class (Additional): **G06F-015/21**

7/3,K/19 (Item 19 from file: 350)
DIALOG(R)File 350:Derwent WPIX

003296864
WPI Acc No: 1982-E4877E/198216
Automatic lock-positioning of foldable helicopter blades - has position detector for each servo with signal processor storing pitch, roll and collective reference signals
Patent Assignee: UNITED TECHNOLOGIES CORP (UNAC)
Inventor: ARIFIAN K C; **FOWLER D W** ; MACLENNAN R A; MULVEY W J
Number of Countries: 007 Number of Patents: 010
Patent Family:

Patent No	Kind	Date	Applicat No	Kind	Date	Week	
GB 2085194	A	19820421	GB 8129608	A	19811001	198216	B
DE 3139720	A	19820519				198221	
FR 2491865	A	19820416				198221	
US 4354234	A	19821012				198243	
US 4376979	A	19830315				198313	
CA 1161413	A	19840131				198410	
GB 2085194	B	19840307				198410	
CH 652673	A	19851129				198551	
IT 1138938	B	19860917				198813	
DE 3139720	C2	19940210	DE 3139720	A	19811006	199406	

Priority Applications (No Type Date): US 80195808 A 19801010; US 80195723 A 19801010
Patent Details:

Patent No	Kind	Lan	Pg	Main IPC	Filing Notes
GB 2085194	A		22		
DE 3139720	C2		23	B64C-027/50	

...Inventor: **FOWLER D W**
...International Patent Class (Additional): **G06F-015/20**

7/3,K/20 (Item 20 from file: 350)
DIALOG(R)File 350:Derwent WPIX

003277982
WPI Acc No: 1982-C5967E/198210

Adaptive helicopter actuator fault detector - provides override signal when pilot forces control mechanism by more than predetermined amount away from trim position

Patent Assignee: UNITED TECHNOLOGIES CORP (UNAC)
Inventor: CLELFORD D H; **FOWLER D W**

Number of Countries: 007 Number of Patents: 009
Patent Family:

Patent No	Kind	Date	Applicat No	Kind	Date	Week	
GB 2082794	A	19820310				198210	B
FR 2489545	A	19820305				198214	
DE 3129313	A	19820506	DE 3129313	A	19810724	198219	
US 4355358	A	19821019				198244	
CA 1165876	A	19840417				198420	
GB 2082794	B	19840711				198428	
CH 654535	A	19860228				198612	
IT 1138500	B	19860917				198812	
DE 3129313	C	19900104				199002	

Priority Applications (No Type Date): US 80181510 A 19800826
Patent Details:

Patent No	Kind	Lan	Pg	Main IPC	Filing Notes
GB 2082794	A		15		

...Inventor: **FOWLER D W**
...International Patent Class (Additional): **G06F-015/50**

```
Set     Items   Description
S1         60   AU=(HAYNES J? OR HAYNES, J? OR HAYNES J OR HAYNES, J OR HA-
              YNES J. OR HAYNES, J. OR HAYNES JA OR HAYNES, JA OR HAYNES J.-
              A. OR HAYNES, J.A. OR HAYNES JACQUELINE OR HAYNES, JACQUELINE)
S2         80   AU=(FOWLER D? OR FOWLER, D? OR FOWLER D OR FOWLER, D OR FO-
              WLER D. OR FOWLER, D. OR FOWLER DS OR FOWLER, DS OR FOWLER D.-
              S. OR FOWLER, D.S. OR FOWLER DANIEL OR FOWLER, DANIEL)
S3          2   AU=(BELTZ S? OR BELTZ, S? OR BELTZ S OR BELTZ, S OR BELTZ -
              S. OR BELTZ, S. OR BELTZ SL OR BELTZ, SL OR BELTZ S.L. OR BEL-
              TZ, S.L. OR BELTZ SHANNON OR BELTZ, SHANNON)
S4         14   JACQUELINE(2N)HAYNES OR DANIEL(2N)FOWLER OR SHANNON(2N)BEL-
              TZ
S5      66276   READ?(3N)(SKILL? OR COMPREHEN? OR APTITUDE? OR ABILIT? OR -
              UNDERSTAND?)
S6     146447   IC=(G10L? OR G09B? OR G06F? OR G06K?)
S7         12   S1:S4 AND S5:S6
? show files
File 348:EUROPEAN PATENTS 1978-2003/Dec W02
         (c) 2003 European Patent Office
File 349:PCT FULLTEXT 1979-2002/UB=20031225,UT=20031218
         (c) 2003 WIPO/Univentio
? pause
?
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7/5,AU/1 (Item 1 from file: 348)
DIALOG(R)File 348:EUROPEAN PATENTS

01524845
AUTOMATED, COMPUTER-BASED READING TUTORING SYSTEM AND METHOD.--
PROCEDE ET SYSTEME INFORMATISES, AUTOMATISES D'ACCOMPAGNEMENT PEDAGOGIQUE EN LECTURE
PATENT ASSIGNEE:
Intelligent Automation, Inc., (4260180), 7519 Standish Place, Suite 200, Rockville, MD 20850, (US), (Applicant designated States: all)
INVENTOR:
HAYNES , Jacqueline , A., 1715 Glastonberry Road, Rockville, MD 20850, (US)
BELTZ , Shannon , L., 9617 Marathon Terrace, 204, North Potomac, MD 20878, (US)
FOWLER , Daniel , S., 3711 Warren Streetm NW, Washington, D.C. 20016, (US
PATENT (CC, No, Kind, Date):
WO 2002086844 021031
APPLICATION (CC, No, Date): EP 2002764139 020418; WO 2002US8267 020418
PRIORITY (CC, No, Date): US 836165 010418
DESIGNATED STATES: AT; BE; CH; CY; DE; DK; ES; FI; FR; GB; GR; IE; IT; LI; LU; MC; NL; PT; SE; TR
EXTENDED DESIGNATED STATES: AL; LT; LV; MK; RO; SI
INTERNATIONAL PATENT CLASS: **G09B-017/00**
LEGAL STATUS (Type, Pub Date, Kind, Text):
Application: 030102 A1 International application. (Art. 158(1))
Application: 030102 A1 International application entering European phase
LANGUAGE (Publication,Procedural,Application): English; English; English

7/5,AU/2 (Item 2 from file: 348)
DIALOG(R)File 348:EUROPEAN PATENTS

01071271
TWO-LEVEL ADDRESS TRANSLATION AND MEMORY REGISTRATION SYSTEM AND METHOD
ZWEISTUFIGES ADRESSUBERSETZUNGS- UND SPEICHERREGISTRIERUNGSSYSTEM UND VERFAHREN
SYSTEME ET PROCEDE A DEUX NIVEAUX DE TRADUCTION D'ADRESSE ET D'IDENTIFICATION DE MEMOIRE
PATENT ASSIGNEE:
TANDEM COMPUTERS INCORPORATED, (524031), 10435 N. Tantau Avenue, Cupertino, California 95014-0709, (US), (Applicant designated States: all)
INVENTOR:
GARCIA, David, J., 24100 Hutchinson Road, Los Gatos, CA 95033, (US)
FOWLER , Daniel , L., 303 Norwood Drive, Georgetown, TX 78628, (US
PATENT (CC, No, Kind, Date):
WO 9935579 990715
APPLICATION (CC, No, Date): WO 99901352 990106; WO 99US320 990106
PRIORITY (CC, No, Date): US 70650 980107
DESIGNATED STATES: AT; BE; CH; CY; DE; DK; ES; FI; FR; GB; GR; IE; IT; LI; LU; MC; NL; PT; SE
INTERNATIONAL PATENT CLASS: **G06F-012/02**
CITED PATENTS (WO A): XP 584816 ; XP 751588
CITED REFERENCES (WO A):
EICKEN VON T ET AL: "U-NET: A USER-LEVEL NETWORK INTERFACE FOR PARALLEL

AND DISTRIBUTED COMPUTING" OPERATING SYSTEMS REVIEW (SIGOPS), vol. 29, no. 5, 1 December 1995, pages 40-53, XP000584816
DUNNING D ET AL: "THE VIRTUAL INTERFACE ARCHITECTURE" IEEE MICRO, vol. 18, no. 2, March 1998, pages 66-76, XP000751588;
LEGAL STATUS (Type, Pub Date, Kind, Text):
Application: 001129 A1 International application. (Art. 158(1))
Application: 990915 A1 International application. (Art. 158(1))
Withdrawal: 001129 A1 Date application deemed withdrawn: 19991008
Appl Changed: 001129 A1 International application not entering European phase
Application: 990915 A1 International application entering European phase
LANGUAGE (Publication,Procedural,Application): English; English; English

7/5,AU/3 (Item 3 from file: 348)
DIALOG(R)File 348:EUROPEAN PATENTS

00815150
Fail-fast, fail-functional, fault-tolerant multiprocessor system
Schnellfehlendes, funktionellfehlendes, fehlertolerantes Multiprozessorsystem
Systeme a multiprocesseur a defaillance rapide, a defaillance fonctionnelle, a tolerance de fautes
PATENT ASSIGNEE:
Compaq Computer Corporation, (687797), 20555 SH 249, Houston, Texas 77070-2698, (US), (Proprietor designated states: all)
INVENTOR:
Horst, Robert W., 12386 Larchmont Avenue, Saratoga, California 95070, (US)
Garcia, David J., 24100 Hutchinson Road, Los Gatos, California 95030, (US)
Bunton, William Patterson, 415 Greenway Drive, Pflugerville, Texas 78660, (US)
Bruckert, William F., 15212 Quiet Pond Court, Austin, Texas 78728, (US)
Fowler , Daniel L., 303 Norwood Drive, Georgetown, Texas 78628, (US)
Jones, Curtis Willard, Jr., 4111 Bluffridge Drive, Austin, Texas 78759, (US)
Sonnier, David Paul, 7804 Image Cove, Austin, Texas 78750, (US)
Watson, William Joel, 1501 Ullrich Avenue, Austin, Texas 78756, (US)
Williams, Frank A., 6310 Big Cat Cove, Austin, Texas 78750, (US
LEGAL REPRESENTATIVE:
Charig, Raymond Julian et al (79692), Eric Potter Clarkson, Park View House, 58 The Ropewalk, Nottingham NG1 5DD, (GB)
PATENT (CC, No, Kind, Date): EP 757315 A2 970205 (Basic)
EP 757315 A3 990811
EP 757315 B1 030312
APPLICATION (CC, No, Date): EP 96304175 960606;
PRIORITY (CC, No, Date): US 485055 950607
DESIGNATED STATES: DE; FR; GB; IT; SE
INTERNATIONAL PATENT CLASS: **G06F-011/16**
CITED PATENTS (EP B): EP 120384 A; US 4453215 A

ABSTRACT EP 757315 A2
A multiprocessor system includes a number of sub-processor systems, each substantially identically constructed, and each comprising a central processing unit (CPU), and at least one I/O device, interconnected by routing apparatus that also interconnects the sub-processor systems. A CPU of any one of the sub-processor systems may communicate, through the routing elements, with any I/O device of the system, or with any CPU of

the system.
Communications between I/O devices and CPUs is by packetized messages. Interrupts from I/O devices are communicated from the I/O devices to the CPUs (or from one CPU to another CPU) as message packets.
CPUs and I/O devices may write to, or read from, memory of a CPU of the system. Memory protection is provided by an access validation method maintained by each CPU in which CPUs and/or I/O devices are provided with a validation to read/write memory of that CPU, without which memory access is denied.

ABSTRACT WORD COUNT: 153

NOTE:
Figure number on first page: 1A

LEGAL STATUS (Type, Pub Date, Kind, Text):

Assignee:	010321 A2	Transfer of rights to new applicant: Compaq Computer Corporation (687797) 20555 SH 249 Houston, Texas 77070-2698 US
Examination:	20000412 A2	Date of request for examination: 20000211
Lapse:	031210 B1	Date of lapse of European Patent in a contracting state (Country, date): SE 20030612,
Examination:	010725 A2	Date of dispatch of the first examination report: 20010613
Change:	010425 A2	Legal representative(s) changed 20010306
Grant:	030312 B1	Granted patent
Application:	970205 A2	Published application (A1with Search Report ;A2without Search Report)
Search Report:	990811 A3	Separate publication of the search report

LANGUAGE (Publication,Procedural,Application): English; English; English

FULLTEXT AVAILABILITY:

Available Text	Language	Update	Word Count
CLAIMS A	(English)	EPAB97	214
CLAIMS B	(English)	200311	821
CLAIMS B	(German)	200311	770
CLAIMS B	(French)	200311	924
SPEC A	(English)	EPAB97	57650
SPEC B	(English)	200311	56899
Total word count - document A			57872
Total word count - document B			59414
Total word count - documents A + B			117286

7/5,AU/4 (Item 4 from file: 348)

DIALOG(R)File 348:EUROPEAN PATENTS

00804396

Method of synchronizing a pair of central processor units for duplex, lock-step operation

Verfahren zur Synchronisation zweier zentraler Verarbeitungseinheiten fur Duplex-Lock-Step-Operationen

Methode de synchronisation d'une paire d'unites de traitement centrale pour une operation en duplex et en lock-step

PATENT ASSIGNEE:
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LEGAL REPRESENTATIVE:
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PATENT (CC, No, Kind, Date): EP 747820 A2 961211 (Basic)
EP 747820 A3 990818
EP 747820 B1 030502
APPLICATION (CC, No, Date): EP 96304176 960606;
PRIORITY (CC, No, Date): US 473541 950607
DESIGNATED STATES: DE; FR; GB; IT; SE
INTERNATIONAL PATENT CLASS: **G06F-011/16**
CITED PATENTS (EP B): EP 411805 A; EP 433979 A; EP 526105 A; EP 636956 A; US 3864670 A

ABSTRACT EP 747820 A2
A method of synchronizing a pair of substantially identical processors for substantial lock-step operation is disclosed. One of the processors is operational, executing an instruction stream from a memory element exclusive to that processor; the other processor is in a wait state. The method involves copying the instruction and data content of the memory of the operating processor to the memory of the waiting processor in a manner that stores the transferred instructions and data in the memory of the waiting processor at locations that correspond to where the instructions and data are located in the memory of the operating processor. Thereafter, the operating processor will periodically send selected ones of the instructions and data to the waiting processor.
(see image in original document)
ABSTRACT WORD COUNT: 141
NOTE:
Figure number on first page: 1A

LEGAL STATUS (Type, Pub Date, Kind, Text):

Assignee:	010321	A2	Transfer of rights to new applicant: Compaq Computer Corporation (687797) 20555 SH 249 Houston, Texas 77070-2698 US
Examination:	20000419	A2	Date of request for examination: 20000217
Lapse:	031210	B1	Date of lapse of European Patent in a contracting state (Country, date): SE 20030802,
Change:	030423	A2	Inventor information changed: 20030305
Change:	010425	A2	Legal representative(s) changed 20010306
Examination:	010808	A2	Date of dispatch of the first examination report: 20010626
Grant:	030502	B1	Granted patent
Application:	961211	A2	Published application (A1with Search Report ;A2without Search Report)
Change:	970122	A2	Inventor (change)
Search Report:	990818	A3	Separate publication of the search report

LANGUAGE (Publication,Procedural,Application): English; English; English
FULLTEXT AVAILABILITY:

Available Text	Language	Update	Word Count
CLAIMS A	(English)	EPAB96	472
CLAIMS B	(English)	200318	890
CLAIMS B	(German)	200318	968

CLAIMS B	(French)	200318	1008
SPEC A	(English)	EPAB96	57837
SPEC B	(English)	200318	57692

Total word count - document A 58320
Total word count - document B 60558
Total word count - documents A + B 118878

7/5,AU/5 (Item 5 from file: 348)
DIALOG(R)File 348:EUROPEAN PATENTS

00588329
Method and apparatus for missile interface testing
Verfahren und Vorrichtung zur Flugkorperschnittstellenprufung
Methode et dispositif pour tester une interface de missile
PATENT ASSIGNEE:
RAYTHEON COMPANY, (745340), 141 Spring Street, Lexington, Massachusetts 02173, (US), (Proprietor designated states: all)
INVENTOR:
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Emmert, Gerald T., 350 N. Harrison, No. 216, Tucson, Arizona 85748, (US)
Fowler, David Lance , 6395 W. Ina Road, Tucson, Arizona 85743, (US)
Milani, David A., 7512 E. Lee, Tucson, Arizona 85715, (US
LEGAL REPRESENTATIVE:
Witte, Alexander, Dr.-Ing. et al (46523), Witte, Weller, Gahlert, Otten & Steil, Patentanwalte, Rotebuhlstrasse 121, 70178 Stuttgart, (DE)
PATENT (CC, No, Kind, Date): EP 579143 A1 940119 (Basic)
EP 579143 B1 990929
APPLICATION (CC, No, Date): EP 93111089 930710;
PRIORITY (CC, No, Date): US 912442 920713
DESIGNATED STATES: BE; CH; DE; ES; FR; GB; IT; LI
INTERNATIONAL PATENT CLASS: F41G-007/00; **G06F-017/50**
CITED PATENTS (EP A): EP 387438 A; EP 309133 A; GB 2003301 A; FR 2639123 A
CITED PATENTS (EP B): EP 309133 A; EP 387438 A; FR 2639123 A; GB 2003301 A

ABSTRACT EP 579143 A1
An apparatus (10) for testing an operational status of a missile interface system in an aircraft (14) comprises a portable control unit of compact size capable of being transported to the aircraft (14). Further provided are means (18, 20) for simultaneously electrically communicating said control unit with a plurality of missile stations (12). (see image in original document)
ABSTRACT WORD COUNT: 60
NOTE:
Figure number on first page: 1

LEGAL STATUS (Type, Pub Date, Kind, Text):

Oppn None:	000913	B1	No opposition filed: 20000630
Application:	940119	A1	Published application (A1with Search Report ;A2without Search Report)
Examination:	940907	A1	Date of filing of request for examination: 940708
Examination:	960131	A1	Date of despatch of first examination report: 951220
*Assignee:	990113	A1	Applicant (transfer of rights) (change): RAYTHEON COMPANY (745340) 141 Spring Street

		Lexington Massachusetts 02173 (US) (applicant designated states: BE;CH;DE;ES;FR;GB;IT;LI)
*Assignee:	990113 A1	Previous applicant in case of transfer of rights (change): Hughes Aircraft Company (214913) 7200 Hughes Terrace P.O. Box 45066 Los Angeles, California 90045-0066 (US) (applicant designated states: BE;CH;DE;ES;FR;GB;IT;LI)
Change:	990526 A1	International patent classification (change)
Change:	990526 A1	Obligatory supplementary classification (change)
Grant:	990929 B1	Granted patent

LANGUAGE (Publication,Procedural,Application): English; English; English
FULLTEXT AVAILABILITY:

Available Text	Language	Update	Word Count
CLAIMS B	(English)	9939	716
CLAIMS B	(German)	9939	731
CLAIMS B	(French)	9939	794
SPEC B	(English)	9939	5139
Total word count - document A			0
Total word count - document B			7380
Total word count - documents A + B			7380

7/5,AU/6 (Item 6 from file: 348)
DIALOG(R)File 348:EUROPEAN PATENTS

00066590
Management control system.
Verwaltungssteuerungssystem.
Systeme de commande de gestion.
PATENT ASSIGNEE:
BALL CORPORATION, 345 South High Street, Muncie Indiana 47302, (US), (applicant designated states: AT;BE;CH;DE;FR;GB;IT;LI;LU;NL;SE)
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Mapes, Glenn Harlan, 405 South Hawthorne, Muncie Indiana 47304, (US
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PATENT (CC, No, Kind, Date): EP 69329 A1 830112 (Basic)
APPLICATION (CC, No, Date): EP 82105804 820630;
PRIORITY (CC, No, Date): US 281466 810708
DESIGNATED STATES: AT; BE; CH; DE; FR; GB; IT; LI; LU; NL; SE
INTERNATIONAL PATENT CLASS: **G06F-015/21**
CITED PATENTS (EP A): US 4225543 A
CITED REFERENCES (EP A):
ADVANCES IN INSTRUMENTATION, vol. 35, part 1, 1980, pages 179-184, Research Triangle Park, North Carolina, (USA);;

ABSTRACT EP 69329 A1
Management control system.
The present invention is a computer control system for a glass factory having a plurality of individual section glassware forming machines, commonly known as IS machines. The glass factory control system preferably comprises four microprocessor systems, respectively responsible for overall factory control, overall shop control, individual shop control and individual section control. In this regard it is noted that a factory comprises a plurality of shops, each including an individual IS machine. At the most general level, a microprocessor called

the factory supervisory computer performs such functions as scheduling jobs, controlling inventory, forecasting sales, determining fuel availability and cost, providing job status, performing IS machine simulation and providing maintenance information. Generally, the supervisory computer coordinates the operations of the entire factory and is not concerned with the detailed operations of the IS machines. At the next level, another microprocessor called the console computer stores and manages all job history files, provides shop status information on demand and collects selected production data. Generally, the console computer is responsible for monitoring the operations of each of the shops and for retaining and modifying production and operating information. Each shop computer performs such functions as controlling a stacker motor, monitoring temperatures, storing section status information and storing job timing information in nonvolatile storage. Generally, each shop computer is responsible for the operation of the individual sections of the IS machine under its auspices. At the most specific level, each section computer controls the glassware forming mechanism of the associated individual section. Different levels of operator control analogs to the levels of the control system are provided. In organization, the supervisory computer is connected to the console computer and to the various production support and monitoring systems common to the factory. The console computer is connected to each of the shop computers and also to the various production support and monitoring systems common to the factory. Each shop computer is connected to a plurality of section computers under its auspices and to the monitoring systems of the associated shop. Each section computer is connected to its associated individual section and to monitoring systems specific to the associated section.

ABSTRACT WORD COUNT: 359

LEGAL STATUS (Type, Pub Date, Kind, Text):

Application:	830112 A1	Published application (Alwith Search Report ;A2without Search Report)
Examination:	830309 A1	Date of filing of request for examination: 821215
Refusal:	860326 A1	Date on which the European patent application was refused: 851104

LANGUAGE (Publication,Procedural,Application): English; English; English

7/5,AU/7 (Item 1 from file: 349)

DIALOG(R)File 349:PCT FULLTEXT

00952692

AUTOMATED, COMPUTER-BASED READING TUTORING SYSTEM AND METHOD.

PROCEDE ET SYSTEME INFORMATISES, AUTOMATISES D'ACCOMPAGNEMENT PEDAGOGIQUE EN LECTURE

Patent Applicant/Assignee:

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Patent Applicant/Inventor:

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Legal Representative:

EPSTEIN Robert H (agent), Epstein, Edell, Shapiro, Finnan & Lytle, LLC,

1901 Research Boulevard, Suite 400, Rockville, MD 20850, US,
Patent and Priority Information (Country, Number, Date):
Patent: WO 200286844 A1 20021031 (WO 0286844)
Application: WO 2002US8267 20020418 (PCT/WO US0208267)
Priority Application: US 2001836165 20010418
Designated States: AE AG AL AM AT AU AZ BA BB BG BR BY BZ CA CH CN CO CR CU CZ DE DK DM DZ EC EE ES FI GB GD GE GH GM HR HU ID IL IN IS JP KE KG KP KR KZ LC LK LR LS LT LU LV MA MD MG MK MN MW MX MZ NO NZ OM PH PL PT RO RU SD SE SG SI SK SL TJ TM TN TR TT TZ UA UG US UZ VN YU ZA ZM ZW
(EP) AT BE CH CY DE DK ES FI FR GB GR IE IT LU MC NL PT SE TR
(OA) BF BJ CF CG CI CM GA GN GQ GW ML MR NE SN TD TG
(AP) GH GM KE LS MW MZ SD SL SZ TZ UG ZM ZW
(EA) AM AZ BY KG KZ MD RU TJ TM
Main International Patent Class: **G09B-017/00**
Publication Language: English
Filing Language: English
Fulltext Word Count: 13311

English Abstract
An automated, computer-based reading tutoring system is accessed via a computer system and includes a plurality of instructional passages of different, predetermined levels of reading difficulty. A semantic space module of the reading tutoring system operates on a semantic space, which is produced by a machine-learning method, to automatically evaluate a student-submitted summary of a selected instructional passage for congruence with the selected instructional passage and to automatically determine which instructional passage the student should optimally read next. The reading tutoring system includes immediate feedback data provided to the student and including an indicator reflective of the student's **reading comprehension** and the identity of the instructional passagd that the student should read next. An automated, computer-based method of reading tutoring comprises the steps of receiving a student-submitted summary of a selected instructional passage from a domain of discourse, automatically evaluating the summary to obtain a measure of the student's **reading comprehension** and, based on this evaluation, automatically selecting an instructional passage for the student to read next.

French Abstract
L'invention porte sur un systeme informatise, automatise d'accompagnement pedagogique en lecture auquel on a acces par un systeme informatique et qui comprend une pluralite de passages d'instructions differents et des niveaux predetermines de difficulte de lecture. Un module d'espace semantique du systeme d'accompagnement pedagogique en lecture fonctionne sur un espace semantique genere par un procede d'apprentissage automatique de facon a evaluer automatiquement un resume soumis a l'eleve d'un passage d'instructions selectionne concordant avec le passage d'instructions selectionne et de facon a determiner le passage d'instructions que l'eleve devrait lire ensuite de maniere optimale. Le systeme d'accompagnement pedagogique en lecture comprend des donnees de retroaction immediate envoyees a l'eleve et comprenant un indicateur refletant la comprehension de lecture de l'eleve et l'identite du passage d'instructions que l'eleve devrait ensuite lire. Un procede informatise, automatise d'accompagnement en lecture consiste a recevoir un resume soumis a un eleve d'un passage d'instructions selectionne a partir d'un domaine de discours, evaluer automatiquement le resume pour obtenir une mesure du niveau de comprehension de lecture de l'eleve et, en fonction de cette evaluation, selectionner automatiquement un passage d'instructions que l'eleve aura a lire.

Legal Status (Type, Date, Text)

Publication 20021031 A1 With international search report.

7/5,AU/8 (Item 2 from file: 349)
DIALOG(R)File 349:PCT FULLTEXT

00881569
TREATING SICKLE CELL DISEASE
TRAITEMENT DE LA DREPANOCYTOSE
Patent Applicant/Assignee:
SOUTH ALABAMA MEDICAL SCIENCE FOUNDATION, P.O. Box U-1060, Mobile, AL 36688, US, US (Residence), US (Nationality), (For all designated states except: US)
Patent Applicant/Inventor:
HAYNES Johnson Jr , 5600 Thomas Jefferson Ct., Mobile, AL 36693, US, US (Residence), US (Nationality), (Designated only for: US
Legal Representative:
AMERNICK Burton A (et al) (agent), Connolly Bove Lodge & Hutz, P.O. Box 19088, Washington, DC 20036, US,
Patent and Priority Information (Country, Number, Date):
Patent: WO 200213818 A1 20020221 (WO 0213818)
Application: WO 2001US25379 20010815 (PCT/WO US0125379)
Priority Application: US 2000225605 20000815
Designated States: AE AG AL AM AT AU AZ BA BB BG BR BY BZ CA CH CN CO CR CU CZ DE DK DM DZ EC EE ES FI GB GD GE GH GM HR HU ID IL IN IS JP KE KG KP KR KZ LC LK LR LS LT LU LV MA MD MG MK MN MW MX MZ NO NZ PL PT RO RU SD SE SG SI SK SL TJ TM TR TT TZ UA UG US UZ VN YU ZA ZW
(EP) AT BE CH CY DE DK ES FI FR GB GR IE IT LU MC NL PT SE TR
(OA) BF BJ CF CG CI CM GA GN GQ GW ML MR NE SN TD TG
(AP) GH GM KE LS MW MZ SD SL SZ TZ UG ZW
(EA) AM AZ BY KG KZ MD RU TJ TM
Main International Patent Class: A61K-031/34
International Patent Class: A61K-031/38
Publication Language: English
Filing Language: English
Fulltext Word Count: 6687

English Abstract
Sickle cell disease is treated by administering a 5-lipoxygenase inhibitor.

French Abstract
L'invention concerne le traitement de la drepanocytose par l'administration d'un inhibiteur de la 5-lipoxygenase.

Legal Status (Type, Date, Text)
Publication 20020221 A1 With international search report.
Publication 20020221 A1 Before the expiration of the time limit for amending the claims and to be republished in the event of the receipt of amendments.
Examination 20030109 Request for preliminary examination prior to end of 19th month from priority date

7/5,AU/9 (Item 3 from file: 349)
DIALOG(R)File 349:PCT FULLTEXT

00504227
TWO-LEVEL ADDRESS TRANSLATION AND MEMORY REGISTRATION SYSTEM AND METHOD

SYSTEME ET PROCEDE A DEUX NIVEAUX DE TRADUCTION D'ADRESSE ET D'IDENTIFICATION DE MEMOIRE

Patent Applicant/Assignee:
TANDEM COMPUTERS INCORPORATED,

Inventor(s):
GARCIA David J,
FOWLER Daniel L

Patent and Priority Information (Country, Number, Date):
Patent: WO 9935579 A1 19990715
Application: WO 99US320 19990106 (PCT/WO US9900320)
Priority Application: US 9870650 19980107

Designated States: CA JP AT BE CH CY DE DK ES FI FR GB GR IE IT LU MC NL PT SE

Main International Patent Class: **G06F-012/02**

Publication Language: English

Fulltext Word Count: 3529

English Abstract

A two-level memory region registration and address translation method includes a memory handle table and a translation and protection table (TPT). Each memory region registered is associated with a unique memory handle index which accesses one entry of the memory handle table. The accessed entry in the memory handle table stores a memory handle that is combined with virtual addresses in the registered memory region to access TPT entries storing translation data for the virtual addresses in the registered memory region.

French Abstract

Procede a deux niveaux d'identification d'une zone de memoire et de traduction d'adresse, qui fait appel a une table de gestion de la memoire et a une table de traduction et de protection (TPT). Chaque zone de memoire identifiee est associee a un index unique de gestion de la memoire, qui accede a une seule entree de la table de gestion de la memoire. L'entree a laquelle l'acces a ete fait dans la table de gestion de la memoire stocke une gestion de memoire, qui est associee a des adresses virtuelles dans la zone de memoire identifiee, de facon a permettre l'acces aux entrees TPT mettant en memoire des donnees de traduction pour les adresses virtuelles dans la zone de memoire identifiee.

7/5,AU/10 (Item 4 from file: 349)

00268233

ADAPTIVE DISPLAY SYSTEM
SYSTEME D'AFFICGAGE ADAPTATIF

Patent Applicant/Assignee:
E I DU PONT DE NEMOURS AND COMPANY,

Inventor(s):
VAIDYANATHAN Akhileswar Ganesh,
FOWLER Dennis Burton

Patent and Priority Information (Country, Number, Date):
Patent: WO 9416405 A1 19940721
Application: WO 93US2738 19930324 (PCT/WO US9302738)
Priority Application: US 92999703 19921231; US 9335819 19930323

Designated States: AU BR BY CA JP KZ RU UA AT BE CH DE DK ES FR GB GR IE IT LU MC NL PT SE

Main International Patent Class: **G06F-015/72**

International Patent Class: G09G-05:06
Publication Language: English
Fulltext Word Count: 23169

English Abstract
The present invention relates to a digital image analysis method for automatically identifying an object in a background, characterizing the object by color by determining at least one interior point of the object, and displaying the object on a monitor in color corresponding to the natural color of the object and a digital image analysis method for displaying an object on a monitor in color. The methods are adaptive in that they create a new pallette for each image being processed. The system used to implement the methods is cost effective in that a black-and-white image processing board can be used in conjunction with a color filter and a color monitor.

French Abstract
La presente invention se rapporte a un procede d'analyse d'image numerique, permettant d'identifier automatiquement un objet sur un arriere-plan, de caracteriser l'objet au moyen de la couleur, par la determination d'au moins un point interne de l'objet, et d'afficher l'objet sur un moniteur avec des couleurs correspondant aux couleurs naturelles de l'objet. Un procede d'analyse d'image numerique, permettant d'afficher un objet en couleur sur un moniteur, est egalement decrit. Ces procedes sont adaptatifs dans la mesure ou ils creent une nouvelle palette pour chaque image traitee. Le systeme utilise pour appliquer ces procedes est economique dans la mesure ou une carte de traitement d'images en noir et blanc peut etre utilisee avec un filtre couleur et un moniteur couleur.

7/5,AU/11 (Item 5 from file: 349)
DIALOG(R)File 349:PCT FULLTEXT

00268231
METHOD OF IDENTIFYING AND CHARACTERIZING A VALID OBJECT BY COLOR
PROCEDE D'IDENTIFICATION ET DE CARACTERISATION D'UN OBJET VALIDE PAR LA COULEUR
Patent Applicant/Assignee:
E I DU PONT DE NEMOURS AND COMPANY,
Inventor(s):
VAIDYANATHAN Akhileswar Ganesh,
FOWLER Dennis Burton
Patent and Priority Information (Country, Number, Date):
Patent: WO 9416403 A1 19940721
Application: WO 93US2706 19930324 (PCT/WO US9302706)
Priority Application: US 92999703 19921231
Designated States: AU BR BY CA JP KZ RU UA AT BE CH DE DK ES FR GB GR IE IT LU MC NL PT SE
Main International Patent Class: **G06F-015/70**
Publication Language: English
Fulltext Word Count: 12809

English Abstract
The present invention relates to a method of identifying and characterizing, by color, at least one valid object having at least one predetermined attribute value in a background. The method generates a plurality of images of a candidate object and the background, where each image is one of three primary color images or a black-and-white image. The method searches the image for a candidate object using an

automatically calculated threshold gray level and determines the interior points of the candidate object. The method further determines the gray level value of the interior points in the image and calculates a color parameter for the interior points. The method thus enables one to characterize the candidate object by the color parameter and validate the candidate object having the valid object predetermined attribute value.

French Abstract

La presente invention se rapporte a un procede d'identification et de caracterisation par la couleur, d'au moins un objet valide presentant au moins une valeur d'attribut predeterminee sur un arriere-plan. Le procede consiste a generer une multiplicite d'images d'un objet cible et de l'arriere-plan, chaque image etant choisie entre des images en trois couleurs primaires ou une image en noir et blanc. Le procede consiste egalement a rechercher un objet cible dans l'image a l'aide de niveaux de gris seuil automatiquement calcules et determine les points internes dudit objet. Il consiste egalement a determiner la valeur de niveau de gris des points internes de l'image et calcule un parametre de couleur pour ces points. Ce procede permet ainsi de caracteriser l'objet cible en fonction du parametre de couleur et de valider l'objet presentant la valeur d'attribut predeterminee.

7/5,AU/12 (Item 6 from file: 349)

00258761

PROCESSES FOR ETHANOL PRODUCTION

PROCEDES DE PRODUCTION D'ETHANOL

Patent Applicant/Assignee:
BIOENERGY INTERNATIONAL L C,
FOWLER David E,
HORTON Philip G,
BEN-BASSAT Arie,
Inventor(s):
FOWLER David E ,
HORTON Philip G,
BEN-BASSAT Arie

Patent and Priority Information (Country, Number, Date):
Patent: WO 9406924 A1 19940331
Application: WO 93US8558 19930917 (PCT/WO US9308558)
Priority Application: US 92946290 19920917; US 9326051 19930305
Designated States: AT AU BB BG BR BY CA CH CZ DE DK ES FI GB HU JP KP KR KZ LK LU LV MG MN MW NL NO NZ PL PT RO RU SD SE SK UA US VN AT BE CH DE DK ES FR GB GR IE IT LU MC NL PT SE BF BJ CF CG CI CM GA GN ML MR NE SN TD TG
Main International Patent Class: C12P-007/10
International Patent Class: C12P-07:14
Publication Language: English
Fulltext Word Count: 40067

English Abstract

Novel plasmids comprising genes which code for alcohol dehydrogenase and pyruvate decarboxylase are described. Also described are recombinant hosts which have been transformed with genes coding for alcohol dehydrogenase and pyruvate decarboxylase. By virtue of their transformation with these genes, the recombinant hosts are capable of producing significant amounts of ethanol as a fermentation product. Also disclosed are methods for increasing the growth of recombinant hosts and methods for reducing the accumulation of undesirable metabolic products

in the growth medium of these hosts. Also disclosed are recombinant hosts capable of producing significant amounts of ethanol as a fermentation product of oligosaccharides and plasmids comprising genes encoding polysaccharases, in addition to the genes described above which code for alcohol dehydrogenase and pyruvate decarboxylase. Further, methods are described for producing ethanol from oligomeric feedstock using the recombinant hosts described above. Also provided is a method for enhancing the production of functional proteins in a recombinant host comprising overexpressing an adhB gene in the host. Further provided are process designs for fermenting oligosaccharide-containing biomass to ethanol.

French Abstract

Cette invention concerne de nouveaux plasmides qui codent pour la deshydrogenase d'alcool et la decarboxylase de pyruvate, ainsi que des hotes de recombinaison qui ont ete transformes avec des genes codant pour la deshydrogenase d'alcool et la decarboxylase de pyruvate. En raison de leur transformation avec les genes mentionnes les hotes de recombinaison sont capables de produire des quantites importantes d'ethanol sous forme de produit de fermentation. Cette invention concerne egalement des procedes permettant d'augmenter la croissance des hotes de recombinaison et de reduire l'accumulation de produits metaboliques indesirables dans le milieu de croissance de ces hotes. Sont egalement decrits des hotes de recombinaison qui sont capables de produire des quantites significatives d'ethanol sous forme de produit de fermentation d'oligosaccharides et de plasmides comprenant des genes codant des polysaccharases et qui s'ajoutent aux genes decrits ci-dessus codant pour la deshydrogenase d'alcool et la decarboxylase de pyruvate. Des procedes de production d'ethanol a partir d'une matiere de depart oligomere en utilisant les hotes de recombinaison sont egalement decrits ainsi qu'un procede permettant d'ameliorer la production de proteines fonctionnelles dans un hote de recombinaison comprenant la surexpression dans le gene d'un gene adhB. Des formes de realisation du procede permettant de laisser fermenter de la biomasse contenant des oligosaccharides pour produire de l'ethanol sont egalement decrites.

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Set     Items   Description
S1       1962   AU=(HAYNES J? OR HAYNES, J? OR HAYNES J OR HAYNES, J OR HA-
            YNES J. OR HAYNES, J. OR HAYNES JA OR HAYNES, JA OR HAYNES J.-
            A. OR HAYNES, J.A. OR HAYNES JACQUELINE OR HAYNES, JACQUELINE)
S2       2600   AU=(FOWLER D? OR FOWLER, D? OR FOWLER D OR FOWLER, D OR FO-
            WLER D. OR FOWLER, D. OR FOWLER DS OR FOWLER, DS OR FOWLER D.-
            S. OR FOWLER, D.S. OR FOWLER DANIEL OR FOWLER, DANIEL)
S3         28   AU=(BELTZ S? OR BELTZ, S? OR BELTZ S OR BELTZ, S OR BELTZ -
            S. OR BELTZ, S. OR BELTZ SL OR BELTZ, SL OR BELTZ S.L. OR BEL-
            TZ, S.L. OR BELTZ SHANNON OR BELTZ, SHANNON)
S4          2   JACQUELINE(2N)HAYNES OR DANIEL(2N)FOWLER OR SHANNON(2N)BEL-
            TZ
S5      88479   READ?(3N)(SKILL? OR COMPREHEN? OR APTITUDE? OR ABILIT? OR -
            UNDERSTAND?)
S6         16   S1:S4 AND S5
S7          9   RD (unique items)
? show files
File   1:ERIC 1966-2004/Jan 06
         (c) format only 2004 The Dialog Corporation
File   7:Social SciSearch(R) 1972-2003/Dec W4
         (c) 2003 Inst for Sci Info
File  11:PsycINFO(R) 1887-2004/Jan W1
         (c) 2004 Amer. Psychological Assn.
File  35:Dissertation Abs Online 1861-2003/Nov
         (c) 2003 ProQuest Info&Learning
File 121:Brit.Education Index 1976-2003/Q4
         (c) 2003 British Education Index
File 142:Social Sciences Abstracts 1983-2003/Nov
         (c) 2003 The HW Wilson Co
File 437:Education Abstracts 1983-2003/Nov
         (c) 2003 The HW Wilson Co
File   6:NTIS 1964-2004/Jan W1
         (c) 2004 NTIS, Intl Cpyrght All Rights Res
File  34:SciSearch(R) Cited Ref Sci 1990-2003/Dec W4
         (c) 2003 Inst for Sci Info
File  65:Inside Conferences 1993-2004/Jan W1
         (c) 2004 BLDSC all rts. reserv.
File  86:Mental Health Abstracts 1969-2000/Jun
         (c) 2000 IFI/CLAIMS(r)
File  94:JICST-EPlus 1985-2004/Dec W4
         (c)2004 Japan Science and Tech Corp(JST)
File 144:Pascal 1973-2003/Dec W2
         (c) 2003 INIST/CNRS
File 434:SciSearch(R) Cited Ref Sci 1974-1989/Dec
         (c) 1998 Inst for Sci Info
File  18:Gale Group F&S Index(R) 1988-2004/Jan 08
         (c) 2004 The Gale Group
File 481:DELPHES Eur Bus 95-2004/Dec W3
         (c) 2004 ACFCI & Chambre CommInd Paris
File 583:Gale Group Globalbase(TM) 1986-2002/Dec 13
         (c) 2002 The Gale Group
File   8:Ei Compendex(R) 1970-2004/Dec W4
         (c) 2004 Elsevier Eng.  Info. Inc.
File  95:TEME-Technology & Management 1989-2004/Dec W3
         (c) 2004 FIZ TECHNIK
File  99:Wilson Appl. Sci & Tech Abs 1983-2003/Nov
         (c) 2003 The HW Wilson Co.
File 438:Library Lit. & Info. Science 1984-2003/Nov
         (c) 2003 The HW Wilson Co
? pause
```

7/3,K,AU/1 (Item 1 from file: 1)
DIALOG(R)File 1:ERIC

00974227 ERIC NO.: EJ560963 CLEARINGHOUSE NO.: EA534461
Balanced Reading Instruction in Practice.
Fowler, Dorothy.
Educational Leadership, v55 n6 p11-12 Mar 1998
1998 (19980000)

Fowler, Dorothy.

...youngsters. Rereading allows students to practice recently learned skills and strategies, while developing fluency and **comprehension** . Other exercises include **reading** aloud in pairs, deciphering the daily schedule, discussions of syllable and sound similarities, written reading...
DESCRIPTORS: Beginning Reading; Educational Practices; Grade 1; *Phonics; Primary Education; **Reading Comprehension** ; * **Reading** Instruction; Teacher Role; *Whole Language Approach; *Word Recognition

7/3,K,AU/2 (Item 2 from file: 1)
DIALOG(R)File 1:ERIC

00875353 ERIC NO.: EJ499321 CLEARINGHOUSE NO.: EC610684
Student Assistant for Learning from Text (SALT): A Hypermedia Reading Aid.
MacArthur, Charles A.; **Haynes, Jacqueline B.**
Journal of Learning Disabilities, v28 n3 p150-59 Mar 1995
1995 (19950000)

MacArthur, Charles A.; **Haynes, Jacqueline B.**
DESCRIPTORS: Computer Assisted Instruction; Computer Software; *Hypermedia; *Learning Disabilities; * **Reading Comprehension** ; * **Reading** Difficulties; Science Instruction; *Textbooks

7/3,K,AU/3 (Item 3 from file: 1)
DIALOG(R)File 1:ERIC

00556925 ERIC NO.: EJ306602 CLEARINGHOUSE NO.: CS730178
Paraphrasing and **Reading Comprehension** .
Haynes, Jack E. ; Fillmer, H. Thompson
Reading World, v24 n1 p76-79 Oct 1984
1984 (19840000)

Paraphrasing and **Reading Comprehension** .
Haynes, Jack E. ; Fillmer, H. Thompson

Examines the relationship between the paraphrasing skills of intermediate grade students and their proficiency in **reading comprehension** and the sensitivity of three methods of assessing paraphrasing skills. (FL)
DESCRIPTORS: Elementary Education; Intermediate Grades; *Measurement Techniques; **Reading Ability** ; * **Reading Comprehension** ; * **Reading** Instruction; * **Reading** Research

7/3,K,AU/4 (Item 4 from file: 1)
DIALOG(R)File 1:ERIC

(c) format only 2004 The Dialog Corporation. All rts. reserv.

00545958 ERIC NO.: ED237968 CLEARINGHOUSE NO.: CS007461
Effects of Prior Knowledge, Text-Order and Underlining on Recall of Information From Text.
Kapinus, Barbara; **Haynes, Jacqueline A.**
8pp.
1983 (19830000)
NOTES: Paper presented at the Annual Meeting of the National Reading Conference (33rd, Austin, TX, November 29-December 3, 1983).

Kapinus, Barbara; **Haynes, Jacqueline A.**
DESCRIPTORS: Content Area Reading; Grade 8; Junior High Schools; *Prior Learning; * **Reading Comprehension** ; **Reading** Processes; * **Reading** Research; *Recall (Psychology); *Retention (Psychology); Study Skills

7/3,K,AU/5 (Item 5 from file: 1)
DIALOG(R)File 1:ERIC
(c) format only 2004 The Dialog Corporation. All rts. reserv.

00488533 ERIC NO.: ED217703 CLEARINGHOUSE NO.: FL012966
ESL/Literacy for Adult Learners. Language in Education: Theory and Practice, No. 49.
Haverson, Wayne W.; **Haynes, Judith L.** ;
CORP. SOURCE: ERIC Clearinghouse on Languages and Linguistics, Washington, DC. (BBB11020)
70pp.
May 1982 (19820500)
SPONSORING AGENCY: National Inst. of Education (ED), Washington, DC. (EDN00001)

Haverson, Wayne W.; **Haynes, Judith L.**

...of the book describes the goals and content of literacy training, a summary of pre- **reading skills** and minimal competencies, a checklist for the teacher, and 10 pre-reading activities. The next...

7/3,K,AU/6 (Item 6 from file: 1)
DIALOG(R)File 1:ERIC
(c) format only 2004 The Dialog Corporation. All rts. reserv.

00163050 ERIC NO.: ED077932 CLEARINGHOUSE NO.: TM002727
Florida Statewide Assessment Program 1971-72 Technical Report; Section 1: Introduction, Procedures, and Program Recommendations.
Haynes, Judy L. ; Impara, James C.;
CORP. SOURCE: Florida State Dept. of Education, Tallahassee. Bureau of Planning and Evaluation. (BBB08208)
23pp.
1972 (19720000)

Haynes, Judy L. ; Impara, James C.

...first section of a four-part technical report of Florida's statewide program for assessing **reading** -related **skills** in grades 2 and 4 provides an introduction to the program, a description of procedures...
DESCRIPTORS: Accountability; *Evaluation Methods; Grade 2; Grade 4; *Program Descriptions; * **Reading** Achievement; * **Reading Skills** ; **Reading** Tests; Research Reports; State Programs; *Student Evaluation

7/3,K,AU/7 (Item 7 from file: 1)
DIALOG(R)File 1:ERIC
(c) format only 2004 The Dialog Corporation. All rts. reserv.

00163048 ERIC NO.: ED077930 CLEARINGHOUSE NO.: TM002725
Florida Statewide Assessment Program 1971-72 Technical Report; Section 3: Statewide Results and Recommendations.
Cheek, Martha C.; **Haynes, Judy L.** ;
CORP. SOURCE: Florida State Dept. of Education, Tallahassee. Bureau of Planning and Evaluation. (BBB08208)
112pp.
1972 (19720000)

Cheek, Martha C.; **Haynes, Judy L.**

...art technical report on Florida's Statewide Assessment Program provides statewide results of tests of **reading** -related **skills** in grades 2 and 4 and recommendations based on the results. A description of the **reading** -related **skills** is provided in Chapter 1, which covers assessment of **reading skills** , organization of objectives, auditory perception and discrimination, visual perception and discrimination, identification of phoneme-grapheme correspondences, word processing, recognition, listening **comprehension** , **reading comprehension** , meaning, study **skills** , syntactical structure, and figures of speech. Results, interpretations, and recommendations for grades 2 and 4...
...2 and 3, respectively. Recommendations include emphasis on phoneme-grapheme correspondences, teaching basic sight words, **reading** and listening **comprehension skills** , and word attack skills. (For related documents, see TM 002 724, 726-727.) (KM)
DESCRIPTORS: Auditory Discrimination; Grade 2; Grade 4; Listening **Comprehension** ; * **Reading** Achievement; **Reading Comprehension** ; * **Reading Skills** ; **Reading** Tests; Research Reports; State Programs; Statistical Data; *Student Evaluation; Study Skills; Syntax; Tables (Data); *Test...

7/3,K,AU/8 (Item 1 from file: 11)
DIALOG(R)File 11:PsycINFO(R)
(c) 2004 Amer. Psychological Assn. All rts. reserv.

00760079 1983-70596-001
A developmental investigation of relationships among concrete and abstract concept development, metacognition, and reading comprehension .
AUTHOR: **Haynes, Jacqueline A.**
AUTHOR AFFILIATION: U Marylandn1
JOURNAL: Dissertation Abstracts International, Vol 43(6-A), 1908, Dec, 1982
PUBLISHER: Univ Microfilms International--US

A developmental investigation of relationships among concrete and abstract concept development, metacognition, and reading comprehension .
AUTHOR: **Haynes, Jacqueline A.**

; **Reading Comprehension**

7/3,K,AU/9 (Item 2 from file: 11)
DIALOG(R)File 11:PsycINFO(R)
(c) 2004 Amer. Psychological Assn. All rts. reserv.

00599829 1978-30348-001
An investigation of deep structure recovery and its relationship to reading comprehension .
AUTHOR: **Haynes, Jack E.**
AUTHOR AFFILIATION: Northern Illinois Unl
JOURNAL: Dissertation Abstracts International, Vol 38(4-A), 1874, Oct, 1977
PUBLISHER: Univ Microfilms International--US

An investigation of deep structure recovery and its relationship to reading comprehension .
AUTHOR: **Haynes, Jack E.**

...DESCRIPTORS: **Reading Comprehension** ; *
IDENTIFIERS: **reading comprehension** , recovery of deep sentence structures, 4th vs 5th vs 6th graders

```
Set     Items   Description
S1        523   AU=(HAYNES J? OR HAYNES, J? OR HAYNES J OR HAYNES, J OR HA-
             YNES J. OR HAYNES, J. OR HAYNES JA OR HAYNES, JA OR HAYNES J.-
             A. OR HAYNES, J.A. OR HAYNES JACQUELINE OR HAYNES, JACQUELINE)
S2        590   AU=(FOWLER D? OR FOWLER, D? OR FOWLER D OR FOWLER, D OR FO-
             WLER D. OR FOWLER, D. OR FOWLER DS OR FOWLER, DS OR FOWLER D.-
             S. OR FOWLER, D.S. OR FOWLER DANIEL OR FOWLER, DANIEL)
S3          5   AU=(BELTZ S? OR BELTZ, S? OR BELTZ S OR BELTZ, S OR BELTZ -
             S. OR BELTZ, S. OR BELTZ SL OR BELTZ, SL OR BELTZ S.L. OR BEL-
             TZ, S.L. OR BELTZ SHANNON OR BELTZ, SHANNON)
S4         90   JACQUELINE(2N)HAYNES OR DANIEL(2N)FOWLER OR SHANNON(2N)BEL-
             TZ
S5     100384   READ?(3N)(SKILL? OR COMPREHEN? OR APTITUDE? OR ABILIT? OR -
             UNDERSTAND?)
S6          3   S1:S4 AND S5
S7          2   RD (unique items)
? show files
File  88:Gale Group Business A.R.T.S. 1976-2004/Jan 08
         (c) 2004 The Gale Group
File 141:Readers Guide 1983-2003/Nov
         (c) 2003 The HW Wilson Co
File 436:Humanities Abs Full Text 1984-2003/Nov
         (c) 2003 The HW Wilson Co
File  98:General Sci Abs/Full-Text 1984-2003/Nov
         (c) 2003 The HW Wilson Co.
File 149:TGG Health&Wellness DB(SM) 1976-2004/Dec W2
         (c) 2004 The Gale Group
File 621:Gale Group New Prod.Annou.(R) 1985-2004/Jan 08
         (c) 2004 The Gale Group
File 635:Business Dateline(R) 1985-2004/Jan 07
         (c) 2004 ProQuest Info&Learning
File 636:Gale Group Newsletter DB(TM) 1987-2004/Jan 08
         (c) 2004 The Gale Group
File   9:Business & Industry(R) Jul/1994-2004/Jan 07
         (c) 2004 Resp. DB Svcs.
File  15:ABI/Inform(R) 1971-2004/Jan 07
         (c) 2004 ProQuest Info&Learning
File  16:Gale Group PROMT(R) 1990-2004/Jan 08
         (c) 2004 The Gale Group
File  20:Dialog Global Reporter 1997-2004/Jan 08
         (c) 2004 The Dialog Corp.
File  80:TGG Aerospace/Def.Mkts(R) 1986-2004/Jan 08
         (c) 2004 The Gale Group
File 148:Gale Group Trade & Industry DB 1976-2004/Jan 08
         (c)2004 The Gale Group
File 160:Gale Group PROMT(R) 1972-1989
         (c) 1999 The Gale Group
File 647:CMP  Computer Fulltext 1988-2004/Dec W4
         (c) 2004 CMP Media, LLC
File 674:Computer News Fulltext 1989-2003/Dec W3
         (c) 2003 IDG Communications
File 714:(Baltimore) The Sun 1990-2004/Jan 07
         (c) 2004 Baltimore Sun
File 717:The Washington Times Jun 1989-2004/Jan 07
         (c) 2004 Washington Times
```

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Set     Items   Description
S1    3464969   SYSTEM? ?
S2     446377   METHOD? ?
S3    2050918   PROCESS??
S4     448000   PROCEDURE?
S5    1156869   TUTOR? OR INSTRUCT? OR TEACH? OR DRILL?
S6    3586952   EDUCAT? OR LEARN? OR TRAIN? OR PEDAGOG?
S7      59166   READ?(5N)(SKILL? OR COMPREHEN? OR APTITUD? OR ABILIT? OR U-
             NDERSTAND? OR EXERCIS??? OR PRACTIC??? OR TEST? OR EXAM??????-
             ??)
S8    5482676   GRADE? ? OR GRADING OR EVALUAT? OR RATE? ? OR RATING OR AN-
             ALYS? OR ANALYZ? OR SCORE? ? OR SCORING
S9    1335058   TEST OR TESTS OR TESTED OR TESTING
S10    466568   INTERACTIVE? OR INTER()ACTIVE? OR FEEDBACK? OR FEED?()BACK
             OR CLOSED()LOOP OR CLOSEDLOOP
S11    292254   ADAPTIV? OR DYNAMIC?
S12   1814240   SUMMARY? OR SUMMARIE? OR SUMMARIS? OR SUMMERIZ? OR ANSWER?
             OR RESPONSE? ?
S13   1299569   SYNOPS? OR ABSTRACT? OR THUMBNAIL? OR BRIEF? OR PASSAGE? ?
S14     66053   ALGORITHM? OR WORKSTATION? OR WORK()STATION?
S15    254801   DESKTOP? OR DESK()(TOP OR TOPS) OR PROCESSOR? ?
S16    133398   AUTOMATED?
S17   1402506   COMPUTER? ?
S18     17909   CPU OR CENTRAL()PROCESS?()UNIT?
S19     47410   COMPUTERIS??? OR COMPUTERIZ???
S20     14182   COMPUTER()BASED OR COMPUTERBASED
S21    650488   HIERARCH? OR TAXONOM? OR CATEGOR? OR CLASSIFY? OR CLASSIFI-
             CAT???
S22         0   IC=(G10L? OR G09B? OR G06K? OR G06F?)
S23    306532   CUSTOMIZ? OR CUSTOMIS? OR PERSONALIS? OR PERSONALIZ? OR (C-
             USTOM OR TAILOR)()(MADE OR MAKE?) OR INDIVIDUALIS? OR INDIVID-
             UALIZ?
S24      1948   S1:S4 AND S5:S6(5N)S7
S25       206   S24 AND S14:S20(5N)S1:S4
S26       150   S25 AND S8:S9
S27        17   S26 AND S10:S11 AND S12:S13
S28         3   S27 AND (S21 OR S23)
S29        17   S27:S28
S30        16   S29 AND PY<2002
S31        15   RD (unique items)
? show files
File  20:Dialog Global Reporter 1997-2004/Jan 08
         (c) 2004 The Dialog Corp.
```

? t 31/5,k/7,8,9,10,11

31/5,K/7
DIALOG(R)File 20:Dialog Global Reporter

08897715 (USE FORMAT 7 OR 9 FOR FULLTEXT)
Advantage Learning Systems **Begins Shipping New** Computerized Reading Test
PR NEWSWIRE
December 28, 1999
JOURNAL CODE: WPRW LANGUAGE: English RECORD TYPE: FULLTEXT
WORD COUNT: 510

WISCONSIN RAPIDS, Wis., Dec. 28 /PRNewswire/ -- Advantage Learning **Systems** , Inc. (Nasdaq: ALSI), a leading provider of learning information **systems** to the K-12 school market, today announced that it has begun shipments as scheduled of the new, improved version of its popular STAR Reading(TM) software, the only computer- **adaptive** , nationally-normed reading **test** for classroom use.

"In the few short months since we announced development of the All-New STAR Reading, we've had a very strong **response** from educators all across the country," said Advantage Learning CEO Michael Baum. "Thousands of schools have submitted orders for upgrades or initial purchases of the program. The original STAR Reading has been a market leader since its introduction in 1996, because it gives teachers statistically-accurate reading levels right in the classroom, in a fraction of the time required for old-fashioned paper-and-pencil **tests** . The All-New STAR Reading takes computer- **adaptive** **testing** a step further, and makes it an even better tool for assessing student reading levels, measuring growth of individual students, classes, or whole schools, and predicting **scores** on high-stakes **tests** ."

COMPANY NAMES: Advantage Learning **Systems** Inc
DESCRIPTORS: Contracts & New Orders; Company News; Education & Training; General News; New Products & Services; Marketing
COUNTRY NAMES/CODES: United States of America (US)
REGIONS: Americas; North America; Pacific Rim
PROVINCE/STATE: Wisconsin
SIC CODES/DESCRIPTIONS: 7372 (Prepackaged Software)
NAICS CODES/DESCRIPTIONS: 51121 (Software Publishers)

(USE FORMAT 7 OR 9 FOR FULLTEXT)
Advantage Learning Systems **Begins Shipping New** Computerized Reading Test

WISCONSIN RAPIDS, Wis., Dec. 28 /PRNewswire/ -- Advantage Learning **Systems** , Inc. (Nasdaq: ALSI), a leading provider of learning information **systems** to the K-12 school market, today announced that it has begun shipments as scheduled of the new, improved version of its popular STAR Reading(TM) software, the only computer- **adaptive** , nationally-normed reading **test** for classroom use.

"In the few short months since we announced development of the All-New STAR Reading, we've had a very strong **response** from educators all across the country," said Advantage Learning CEO Michael Baum. "Thousands of schools...

... the classroom, in a fraction of the time required for old-fashioned

paper-and-pencil **tests** . The All-New STAR Reading takes computer- **adaptive testing** a step further, and makes it an even better tool for assessing student reading levels, measuring growth of individual students, classes, or whole schools, and predicting **scores** on high-stakes **tests** ."

The All-New STAR Reading includes a 70-percent-larger item bank of **test** . questions, including both vocabulary-in-context items and new "authentic text" questions.

Its **adaptive** technology produces more precise **scores** than traditional **tests** in less than ten minutes, by **interactively** adapting the difficulty of the **test** items to the **responses** of the student during the **test** . The program also permits retesting through the school year to gauge progress.

Under development for...

... years, the All-New STAR Reading was statistically validated with more than 60,000 student **tests** , and provides the very latest normative **scores** , based on statistics gathered during the spring 1999 **testing** season. Other new features include 16 new and improved reports for teachers, students, and parents; and the ability to easily share database files with other learning information **system** software sold by the Company, including its flagship Accelerated Reader(R) software.

Advantage Learning **Systems** provides more than 46,700 K-12 schools with **computerized** learning information **systems** : software and related training designed to improve academic performance by increasing the quality, quantity, and timeliness of information in the classroom. Advantage Learning **Systems** ' software products include Accelerated Reader, the most widely-used reading software in K-12 schools...

... teacher training through its Reading Renaissance(R), Math Renaissance(R), and Effective Teaching(TM) seminars, **test** -generation software to educational publishers, and enterprise software for training and knowledge management throughout organizations...
...in the Company's Securities and Exchange Commission filings.

/CONTACT: Bob Scheid of Advantage Learning **Systems** , 800-338-4202, or pr@advlearn.com/ 08:33 EST

COMPANY NAMES: Advantage Learning **Systems** Inc
19991228

31/5,K/8
DIALOG(R)File 20:Dialog Global Reporter
(c) 2004 The Dialog Corp. All rts. reserv.

07374950 (USE FORMAT 7 OR 9 FOR FULLTEXT)
Advantage Learning Systems **Prepares To Ship All-New Accelerated Reader(R) Product**
PR NEWSWIRE
September 22, 1999
JOURNAL CODE: WPRW LANGUAGE: English RECORD TYPE: FULLTEXT
WORD COUNT: 500

WISCONSIN RAPIDS, Wis., Sept. 22 /PRNewswire/ -- Advantage Learning **Systems** , Inc. (Nasdaq: ALSI), a leading provider of learning information **systems** to K-12 schools, today announced that it expects to begin shipments of the new, improved version of its flagship Accelerated Reader software next week as scheduled. More than 10,000 schools across the country have placed orders for the product.

Accelerated Reader, the most widely-used reading software in K-12 schools, has been proven by extensive research to improve **test scores**

and accelerate **learning** of **reading** and other subjects. The new version, based on more than two years of research and development, provides dozens of new features including enhanced teacher reports, built-in Spanish-English capabilities, separate monitoring of fiction and non-fiction, and the ability to assess 24 key reading and thinking skills found in district and state academic standards as well as many standardized **tests** .

COMPANY NAMES: Advantage Learning **Systems** Inc
DESCRIPTORS: Contracts & New Orders; Company News; Production; Education & Training; General News; New Products & Services; Marketing
COUNTRY NAMES/CODES: Spain (ES) ; United States of America (US)
REGIONS: Europe; European Union; Mediterranean; Western Europe; Americas; North America; Pacific Rim
PROVINCE/STATE: Wisconsin
SIC CODES/DESCRIPTIONS: 7372 (Prepackaged Software)

(USE FORMAT 7 OR 9 FOR FULLTEXT)

Advantage Learning Systems **Prepares To Ship All-New Accelerated Reader(R) Product**

WISCONSIN RAPIDS, Wis., Sept. 22 /PRNewswire/ -- Advantage Learning **Systems** , Inc. (Nasdaq: ALSI), a leading provider of learning information **systems** to K-12 schools, today announced that it expects to begin shipments of the new...

... used reading software in K-12 schools, has been proven by extensive research to improve **test scores** and accelerate **learning** of **reading** and other subjects. The new version, based on more than two years of research and...

... and thinking skills found in district and state academic standards as well as many standardized **tests** .

The **response** to the All-New Accelerated Reader has been phenomenal from both new and existing users...

...development program."

The new Accelerated Reader is the latest in Advantage Learning's line of **computerized** learning information **systems** that help teachers by providing daily **feedback** on student performance. The new product allows teachers to quickly and easily share student data...

...STAR Math(TM) programs, and with the new version of its STAR Reading(TM) computer- **adaptive** reading **test** which is expected to ship this fall. Accelerated Reader quizzes and Literacy Skills **tests** are available on more than 25,000 trade books.

Advantage Learning **Systems** provides more than 45,000 K-12 schools with **computerized** learning information **systems** : software and related training designed to improve academic performance by increasing the quality, quantity, and timeliness of information in the classroom. Advantage Learning **Systems** ' software products include Accelerated Reader(R), STAR Reading(TM), the first computer- **adaptive** norm-referenced reading **test** for classroom use; STAR Math(TM) and Accelerated Math(TM), math software products similar in...

... teacher training through its Reading Renaissance(R), Math Renaissance(TM), and Effective Teaching(TM) seminars; **test** -generation

software to educational publishers; and enterprise software for training and knowledge management throughout organizations...

...in the Company's Securities and Exchange Commission filings.
/CONTACT: Bob Scheid of Advantage Learning **Systems** , 800-338-4204 or pr@advlearn.com/ 20:33 EDT

COMPANY NAMES: Advantage Learning **Systems** Inc
19990922

31/5,K/9
DIALOG(R)File 20:Dialog Global Reporter

06409620 (USE FORMAT 7 OR 9 FOR FULLTEXT)
Advantage Learning Systems **and The McGraw-Hill Companies Team Up to Help Teachers Improve Reading** Scores
PR NEWSWIRE
July 27, 1999
JOURNAL CODE: WPRW LANGUAGE: English RECORD TYPE: FULLTEXT
WORD COUNT: 682

Advantage Learning **Systems** ' Accelerated Reader(R) Software to be Incorporated Into McGraw-Hill School Division's State-of-the-Art Elementary School Reading Program

COMPANY NAMES: McGraw Hill Cos Inc; Advantage Learning **Systems** Inc
COUNTRY NAMES/CODES: United States of America (US)
REGIONS: Americas; North America; Pacific Rim
SIC CODES/DESCRIPTIONS: 7372 (Prepackaged Software)

(USE FORMAT 7 OR 9 FOR FULLTEXT)
Advantage Learning Systems **and The McGraw-Hill Companies Team Up to Help Teachers Improve Reading** Scores

Advantage Learning **Systems** ' Accelerated Reader(R) Software to be Incorporated Into McGraw-Hill School Division's State-of...
WISCONSIN RAPIDS, Wis., July 27 /PRNewswire/ -- Advantage Learning **Systems** , Inc. (Nasdaq: ALSI), a leading provider of **computerized** learning information **systems** , and The McGraw-Hill Companies (NYSE: MHP), the nation's No.1 K-12 educational publisher, today announced that they are forming an alliance to help **teachers** encourage student reading, monitor classroom **reading** progress, and improve **reading test scores** .
Advantage **Learning** 's Accelerated **Reader** software will accompany the McGraw-Hill School Division's new elementary school reading program, providing teachers and students with access to hundreds of **interactive** computer quizzes aligned to McGraw-Hill reading selections. Research from the Institute for Academic Excellence has shown that the Accelerated **Reader** program helps **teachers** improve classroom **test scores** in **reading** and other curriculum areas.
"We already provide quizzes on books from over 400 trade book...

...materials in a major reading series," said Michael Baum, chief executive officer of Advantage Learning **Systems** . "This will be a very powerful combination for schools and students because Accelerated Reader will...

...from it."

Accelerated Reader, the most popular reading software in schools, is a learning information **system** that supplies teachers and students with accurate data about student reading to help improve performance...

...of 1999.

"We believe the benefits of this combination will be seen in improved reading **test scores** ," said Roger Rogalin, president of McGraw-Hill School Division, a division of The McGraw-Hill...

... one with Advantage Learning that enable us to help teachers teach and students learn."

In **response** to **test** assessment demands, growing school enrollments and increasing diversity of abilities and languages in the classroom...

...the story-telling approach of whole language. Developed over many years, for Kindergarten through sixth **grade** , it will be introduced in pilot programs across the nation this September.

Advantage Learning **Systems** provides K-12 schools with **computerized** learning information **systems** ; software and related training designed to improve academic performance by increasing the quality, quantity and timeliness of information in the classroom. Advantage Learning **Systems** ' software products include Accelerated Reader; STAR Reading(TM), the world's first computer- **adaptive** norm-referenced reading **test** and database for classroom use; STAR Math(TM) and Accelerated Math(TM), math software products...

... teacher training through its Reading Renaissance(R), Math Renaissance(TM), and Effective Teaching(TM) seminars; **test** generation software for textbook and curriculum publishers; and training and learning management software for adult...

... of reading/language arts, social studies, mathematics, music, health, science, and bilingual studies resources for **grades** K-8.

Founded in 1888, The McGraw-Hill Companies is a leading information services provider...

...that could cause or contribute to such differences include those matters disclosed in Advantage Learning **Systems** ' Securities and Exchange Commission filings.

/CONTACT: Bob Scheid of Advantage Learning **Systems** , Inc., 800-338-4204, pr@advlearn.com / 17:57 EDT

...COMPANY NAMES: Advantage Learning **Systems** Inc
19990727

31/5,K/10
DIALOG(R)File 20:Dialog Global Reporter

06409607 (USE FORMAT 7 OR 9 FOR FULLTEXT)
The McGraw-Hill Companies and Advantage Learning Systems , **Inc. Team Up To Help Teachers Improve Reading** Scores
BUSINESS WIRE
July 27, 1999
JOURNAL CODE: WBWE LANGUAGE: English RECORD TYPE: FULLTEXT
WORD COUNT: 762

NEW YORK--(BUSINESS WIRE)--July 27, 1999--
McGraw-Hill School Division to Incorporate Advantage Learning

COMPANY NAMES: McGraw Hill Cos Inc; Advantage Learning **Systems** Inc
COUNTRY NAMES/CODES: United States of America (US)
REGIONS: Americas; North America; Pacific Rim
PROVINCE/STATE: New York

(USE FORMAT 7 OR 9 FOR FULLTEXT)

The McGraw-Hill Companies and Advantage Learning Systems , **Inc. Team Up To Help Teachers Improve Reading** Scores
System 's Accelerated Reader(R) Software in State-of-the-Art Elementary School Reading Program
The...

... Companies (NYSE: MHP), the nation's No. 1 K-12 educational publisher, and Advantage Learning **Systems** , Inc. (NASDAQ: ALSI), the leading provider of **computerized** learning information **systems** , today announced that they are forming an alliance to help **teachers** encourage student reading, monitor classroom **reading** progress and improve **reading test scores** .

Advantage **Learning** 's Accelerated **Reader** (R) software will accompany the McGraw-Hill School Division's new elementary school reading program, providing teachers and students with access to hundreds of **interactive** computer quizzes aligned to McGraw-Hill reading selections. Research conducted by the Institute for Academic Excellence has shown that the Accelerated Reader(R) program helps **teachers** improve classroom **test scores** in **reading** and other curriculum areas.

"We believe the benefits of this combination will be seen in improved reading **test scores** ," said Roger Rogalin, president of McGraw-Hill School Division, a division of The McGraw-Hill...

... one with Advantage Learning that enable us to help teachers teach and students learn."

In **response** to **test** assessment demands, growing school enrollments and increasing diversity of abilities and languages in the classroom...

...the story-telling approach of whole language. Developed over many years, for Kindergarten through sixth **grade** , it will be introduced in pilot programs across the nation this September.

"We already provide...

...materials in a major reading series," said Michael Baum, chief executive officer of Advantage Learning **Systems** . "This will be a very powerful combination for schools and students because Accelerated Reader(R...

...it."

Accelerated Reader(R), the most popular reading software in schools, is a learning information **system** that supplies teachers and students with accurate data about student reading to help improve performance...

...and expects to offer more than 30,000 by the end of 1999.

Advantage Learning **Systems** provides K-12 schools with **computerized** learning information **systems** ; software and related training designed to improve academic performance by increasing the quality, quantity and timeliness of information in the classroom. Advantage Learning **Systems** ' software products include Accelerated Reader(R); STAR Reading(TM), the world's first computer- **adaptive** norm-referenced reading **test** and database for classroom use; STAR Math(TM) and Accelerated Math(TM), math software products...

... teacher training through its Reading Renaissance(R), Math Renaissance(TM), and Effective Teaching(TM) seminars; **test** generation software for textbook and curriculum publishers; and training and learning management software for adult...

... of reading/language arts, social studies, mathematics, music, health, science and bilingual studies resources for **grades** K-8.

Founded in 1888, The McGraw-Hill Companies is a leading information services provider...

...COMPANY NAMES: Advantage Learning **Systems** Inc
19990727

31/5,K/11
DIALOG(R)File 20:Dialog Global Reporter

04901244 (USE FORMAT 7 OR 9 FOR FULLTEXT)
Advantage Learning Systems **Announces Shipment of New Literacy Skills Software**
PR NEWSWIRE
April 08, 1999
JOURNAL CODE: WPRW LANGUAGE: English RECORD TYPE: FULLTEXT
WORD COUNT: 615

WISCONSIN RAPIDS, Wis., April 8 /PRNewswire/ -- Advantage Learning **Systems** , Inc. (Nasdaq: ALSI), a leading provider of learning information **systems** to the K-12 school market, today announced that it is beginning to ship orders for a new software product that allows teachers to track growth of 24 key **reading** and thinking **skills** through computer **tests** on literature books students have **read** . Each **test** includes a **Teacher** 's Guide, offering a **synopsis** of the story and providing the educator with practical tips to teach the student specific literacy skills. The new Literacy Skills **tests** and database comprise the first module in a totally new edition of the Company's Accelerated Reader(R) learning information **system** for reading, the most popular reading software in schools.

"With over 40,000 schools using Accelerated Reader, it has long been **educators** ' favorite tool for motivating student **reading** , tracking their **reading practice** , and accelerating **learning** ," said Michael Baum, chief executive officer of Advantage Learning. "Research has proven Accelerated Reader's effectiveness at improving academic performance. Now it will also let teachers pinpoint where instruction is required on specific skills, especially those most often required in state and district standards, and on high-stakes national **tests** ."

DESCRIPTORS: New Products & Services; Marketing; Company News
COUNTRY NAMES/CODES: United States of America (US)
REGIONS: Americas; North America; Pacific Rim
PROVINCE/STATE: Wisconsin
SIC CODES/DESCRIPTIONS: 7372 (Prepackaged Software)

(USE FORMAT 7 OR 9 FOR FULLTEXT)
Advantage Learning Systems **Announces Shipment of New Literacy Skills Software**

WISCONSIN RAPIDS, Wis., April 8 /PRNewswire/ -- Advantage Learning **Systems** , Inc. (Nasdaq: ALSI), a leading provider of learning information

systems to the K-12 school market, today announced that it is beginning to ship orders for a new software product that allows teachers to track growth of 24 key **reading** and thinking **skills** through computer **tests** on literature books students have **read** . Each **test** includes a **Teacher** 's Guide, offering a **synopsis** of the story and providing the educator with practical tips to teach the student specific literacy skills. The new Literacy Skills **tests** and database comprise the first module in a totally new edition of the Company's Accelerated Reader(R) learning information **system** for reading, the most popular reading software in schools.

"With over 40,000 schools using Accelerated Reader, it has long been **educators** ' favorite tool for motivating student **reading** , tracking their **reading practice** , and accelerating **learning** ," said Michael Baum, chief executive officer of Advantage Learning. "Research has proven Accelerated Reader's...

... especially those most often required in state and district standards, and on high-stakes national **tests** ."

The new **tests** will supplement the popular Accelerated **Reader reading practice** quizzes, which verify **comprehension** of books and help **teachers** motivate and monitor increased **reading practice** . Literacy **Skills** software will use a large item bank capable of generating multiple equivalent **tests** on a book, enabling teachers to retest students after instruction to verify improvement on skills...
...student's performance on each skill over time.

The Company is initially offering Literacy Skills **tests** on about 300 books most frequently used by teachers in reading and English classes. Many ...

... reading practice quizzes, with over 8,000 additional titles planned for this year.

Literacy Skills **tests** are just one of many new features that will be included in the all-new...

... to help teachers track individual reading performance and intervene in case of problems.

Advantage Learning **Systems** provides K-12 schools with computerized learning information **systems** : software and related training designed to improve academic performance by increasing the quality, quantity, and timeliness of information in the classroom. Advantage Learning **Systems** ' products include Accelerated Reader, STAR Reading(TM), the world's first computer- **adaptive** norm-referenced reading **test** for classroom use; STAR Math(TM) and Accelerated Math(TM), two new math software products...

... has trained more than 120,000 educators; IPS Publishing, Inc., a software firm specializing in **test** generation software for textbook publishers; and Advantage Learning **Systems** Canada, a writing and language arts software developer. The company also has subsidiaries in India...

...s Securities and Exchange Commission filings.

/CONTACT: Bob Scheid, Public Relations Manager of Advantage Learning **Systems** , 800-338-4204/ 20:20 EDT

19990408

```
Set     Items   Description
S1   12093925   SYSTEM? ?
S2    8404491   METHOD? ?
S3    5314357   PROCESS??
S4    2003908   PROCEDURE?
S5    1758012   TUTOR? OR INSTRUCT? OR TEACH? OR DRILL?
S6    4186681   EDUCAT? OR LEARN? OR TRAIN? OR PEDAGOG?
S7     146305   READ?(5N)(SKILL? OR COMPREHEN? OR APTITUD? OR ABILIT? OR U-
             NDERSTAND? OR EXERCIS??? OR PRACTIC??? OR TEST? OR EXAM??????-
             ??)
S8   16349514   GRADE? ? OR GRADING OR EVALUAT? OR RATE? ? OR RATING OR AN-
             ALYS? OR ANALYZ? OR SCORE? ? OR SCORING
S9    5632237   TEST OR TESTS OR TESTED OR TESTING
S10    636295   INTERACTIVE? OR INTER()ACTIVE? OR FEEDBACK? OR FEED?()BACK
             OR CLOSED()LOOP OR CLOSEDLOOP
S11   2694208   ADAPTIV? OR DYNAMIC?
S12   3630912   SUMMARY? OR SUMMARIE? OR SUMMARIS? OR SUMMERIZ? OR ANSWER?
             OR RESPONSE? ?
S13   5248324   SYNOPS? OR ABSTRACT? OR THUMBNAIL? OR BRIEF? OR PASSAGE? ?
S14   1324650   ALGORITHM? OR WORKSTATION? OR WORK()STATION?
S15    289997   DESKTOP? OR DESK()(TOP OR TOPS) OR PROCESSOR? ?
S16    259397   AUTOMATED?
S17   3839451   COMPUTER? ?
S18     36243   CPU OR CENTRAL()PROCESS?()UNIT?
S19    340194   COMPUTERIS??? OR COMPUTERIZ???
S20     55837   COMPUTER()BASED OR COMPUTERBASED
S21   1471380   HIERARCH? OR TAXONOM? OR CATEGOR? OR CLASSIFY? OR CLASSIFI-
             CAT???
S22         0   IC=(G10L? OR G09B? OR G06K? OR G06F?)
S23    140310   CUSTOMIZ? OR CUSTOMIS? OR PERSONALIS? OR PERSONALIZ? OR (C-
             USTOM OR TAILOR)()(MADE OR MAKE?) OR INDIVIDUALIS? OR INDIVID-
             UALIZ?
S24     44032   S1:S4 AND S5:S6 AND S7
S25      3851   S24 AND S14:S20
S26       555   S25 AND S8:S9 AND S10:S11
S27       221   S26 AND S5:S6(5N)S7
S28       117   S27 AND (S12:S13 OR S21 OR S23)
S29       221   S27:S28
S30       112   S29 AND S8:S9(5N)S7
S31        44   S30 AND S14:S20(5N)S1:S4
S32       112   S30:S31
S33       107   S32 AND PY<2002
S34        99   RD (unique items)
? show files
File   1:ERIC 1966-2004/Jan 06
         (c) format only 2004 The Dialog Corporation
File   7:Social SciSearch(R) 1972-2003/Dec W4
         (c) 2003 Inst for Sci Info
File  11:PsycINFO(R) 1887-2004/Jan W1
         (c) 2004 Amer. Psychological Assn.
File  35:Dissertation Abs Online 1861-2003/Nov
         (c) 2003 ProQuest Info&Learning
File 121:Brit.Education Index 1976-2003/Q4
         (c) 2003 British Education Index
File 142:Social Sciences Abstracts 1983-2003/Nov
         (c) 2003 The HW Wilson Co
File 437:Education Abstracts 1983-2003/Nov
         (c) 2003 The HW Wilson Co
File   6:NTIS 1964-2004/Jan W1
         (c) 2004 NTIS, Intl Cpyrght All Rights Res
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File 34:SciSearch(R) Cited Ref Sci 1990-2003/Dec W4
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File 65:Inside Conferences 1993-2004/Jan W1
(c) 2004 BLDSC all rts. reserv.
File 86:Mental Health Abstracts 1969-2000/Jun
(c) 2000 IFI/CLAIMS(r)
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(c)2004 Japan Science and Tech Corp(JST)
File 144:Pascal 1973-2003/Dec W2
(c) 2003 INIST/CNRS
File 434:SciSearch(R) Cited Ref Sci 1974-1989/Dec
(c) 1998 Inst for Sci Info
File 18:Gale Group F&S Index(R) 1988-2004/Jan 08
(c) 2004 The Gale Group
File 481:DELPHES Eur Bus 95-2004/Dec W3
(c) 2004 ACFCI & Chambre CommInd Paris
File 583:Gale Group Globalbase(TM) 1986-2002/Dec 13
(c) 2002 The Gale Group
File 8:Ei Compendex(R) 1970-2004/Dec W4
(c) 2004 Elsevier Eng. Info. Inc.
File 95:TEME-Technology & Management 1989-2004/Dec W3
(c) 2004 FIZ TECHNIK
File 99:Wilson Appl. Sci & Tech Abs 1983-2003/Nov
(c) 2003 The HW Wilson Co.
File 438:Library Lit. & Info. Science 1984-2003/Nov
(c) 2003 The HW Wilson Co
File 473:FINANCIAL TIMES ABSTRACTS 1998-2001/APR 02
(c) 2001 THE NEW YORK TIMES
File 474:New York Times Abs 1969-2004/Jan 07
(c) 2004 The New York Times
File 475:Wall Street Journal Abs 1973-2004/Jan 07
(c) 2004 The New York Times

34/3,K/9 (Item 9 from file: 1)
DIALOG(R)File 1:ERIC

01044067 ERIC NO.: ED297303 CLEARINGHOUSE NO.: CS009257
Some Caveats When Applying Two Trends in Diagnosis: Remedial Reading. ERIC Digest Number 6.
Kress, Roy;
CORP. SOURCE: ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN. (BBB25713)
3pp.
1988 (**19880000**)
SPONSORING AGENCY: Office of Educational Research and Improvement (ED), Washington, DC. (EDD00036)

... **19880000**)

...which--when applied with caution--may be of reasonable value to the clinician and the **teacher** . One of these trends has been the promotion of informal assessments, and an accompanying plethora...

...inventories (IRIs). These instruments are designed to replace any that might be made by the **teachers** and clinicians who use them, and thus they should be examined carefully and **customized** to minimize their significant limitations. IRIs are often used to place readers in materials of...
...is harmful to place children in unnecessarily low reading groups; others show that many experienced **teachers** identify materials that will insure success for the remedial reader. Another trend is the use of **computerized** diagnosis of a reader. While such information would be useful as a part of data collection, it should not be a major factor in placement and **instructional** decisions, which require precise individual assessments. (SR)

...some which--applied with caution--may be of reasonable value to the clinician and the **teacher** . One of these trends has been the promotion of informal assessments, and an accompanying plethora...

...inventories (IRIs). These instruments are designed to replace any that might be made by the **teachers** and clinicians who use them, and thus they should be examined carefully in terms of how well they serve **teaching** and clinical needs.

CUSTOMIZING IRIs TO MINIMIZE THEIR LIMITATIONS

Klesius and Homan (1985) responded to the emerging prominence of these instruments by suggesting ways that their reliability and validity could be improved by the **teachers** and clinicians using them. They recommended tape recording the student reading and his or her **responses** to questions so that they can be reviewed. In this way, all miscues can be identified and **responses** to comprehension questions can be carefully considered. Klesius and Homan recommended that items which could be **answered** without reading the **passage** be eliminated, that possible appropriate **answers** one's students give--but which are not listed in the inventory's directions--be added, and that questions which appear to be worded too awkwardly for the child being **tested** to grasp be reworded.

Klesius and Homan advised that only overall comprehension **scores** be used and that subskill **scores** based on just a few items should not be **analyzed** or used. They would place more emphasis on comprehension, however, than on miscue **analysis** and recommended watching for signs of

frustration, no matter how well a student performs on...

...developed recently or even in the future to respond to all the many criticisms of **reading tests** , as Henk (1987) seems to think they can. But many IRI instruments now published do seem quite limited. Some assess only oral reading and miscue **analysis** , while the more **comprehensive** ones measure oral and silent **reading comprehension** and word recognition, both in isolation and in written context.
Only those IRIs accompanying basals...

...a child's reading behavior in the materials actually used in his or her classroom **instructional** program. None provides the opportunity to observe how the **reader** goes about **comprehending** the information presented or how special textbook features, such as the table of contents, the...

...or index, footnotes, pictorial material and graphs, a pronunciation guide, etc. are used.

The skills **learned** by the **teacher** in choosing the selections for an IRI and in constructing and revising the questions to be used are lost when published IRIs are used instead of **teacher** -designed instruments. The experience of constructing an IRI, which should be a part of preservice and inservice programs, **trains teachers** and clinicians alike to be more accurate observers of reading behavior.

Several studies reported in...

...are compared to each other (Newcomer, 1985) or to standardized instruments such as the Durrell **Analysis** of Reading Difficulty (Nolen and Lam, 1981).

USING IRIs TO SELECT **INSTRUCTIONAL** MATERIALS

IRIs are frequently used to place readers in materials of appropriate difficulty, and thus...

...lead to placement in reading materials that are significantly less difficult than those particular standardized **tests** would recommend. To some **reading** specialists, it is harmful to place children in unnecessarily low reading groups (Eldredge and Butterfield, 1984). Powell (1982) describes a **method** that responds to this concern. **Teaching** and diagnosis begin together with a lesson that develops motivation, background, vocabulary assistance, and purpose-setting for a particular text. Then the student reads the text aloud and the **teacher** records miscues for **analysis** . This **procedure** operates as a kind of IRI that identifies what Powell calls "the emergent reading level"--what the student can read with **instruction** .

Cadenhead (1987) suggests that gearing **instruction** to "reading levels" is relying on a myth that thwarts the challenge that more advanced...

...children. Doing so, he contends, eliminates a "reasonable balance between success and challenge for the **learner** ." While many of his arguments are quite valid for the achieving reader, they are inappropriate ...

...a remedial reader and has experienced repeated doses of failure with printed material. Many experienced **teachers** and clinicians are aware of the need to follow the policy of identifying materials that will insure success when the remedial reader attempts to **process** text (e.g., Forell,

1985).

Some published IRIs include materials and strategies built into the diagnostic **procedure** , and these lead the **teacher** or clinician to use them with a problem **reader** before the result of the **test** can determine the inventory's specific recommendations for remediation. Some of these varied approaches are based on a contention that children will **learn** more readily when **instruction** is geared to modal preferences they may have. This seemingly logical assumption is reoccurring in...

...be as far from being substantiated as it was in 1972, when Robinson demonstrated that **instructional** emphases matching modal preferences do not appear to improve **learning** .

RECOGNIZING THE LIMITATIONS OF **COMPUTERIZED** DIAGNOSIS

Another trend in reading diagnosis may limit the sensitivity of a clinician's or **teacher** 's **analysis** of individual student needs. Accompanying many published diagnostic instruments are **computer** software programs that eliminate the need of the **test** administrator to truly examine the data. The **computer** can thus be used to **analyze** a student's performance and to produce several printout pages of the objective results, interpretations...

...necessity be based on some arbitrarily selected standards of performance--if not on a norming **procedure** . Colbourn (1982) describes an early protocol of such a ...comparing diagnostic reports written by both humans and machines.

Even at its best, such a **computer** **analysis** cannot match the essential benefits of an IRI--its ability to **individualize** the diagnosis of a reader. It should be obvious that **computer** **scoring** limits the opportunity of the clinician or **teacher** to become ever more sensitive to how particular signs of reading behavior relate to potentially effective remediation.

Many of the diagnostic instruments which provide **computerized** **scoring** , are themselves administered by **computer** . Branching **computer** software has the ability to offer a significantly larger number of packaged items individually to...

...would be of value as a part of the collection of data that clinicians and **teachers** consider in placement and other **instructional** decisions; it is difficult to see how they can ever become the single--or even major--informant of such decisions, however.

INCORPORATING **COMPUTERIZED** DATA INTO INSIGHTFUL CLINICAL PROBING

Computerized diagnoses can now assess only the simplest aspects of comprehension, and that is almost invariably...

...An in-depth assessment of comprehension can be made only through careful probing of the **reader** 's **understanding** . This demands a face-to-face questioning situation. Such inventories cannot yet **analyze** miscues; nor can they **analyze** or **evaluate** **responses** to open-ended comprehension items. And certainly they cannot note the frustration or deliberation that Klesius and Homan argue is indicative of material that is too difficult even when students **answer** the accompanying questions correctly. The ability of these **computer** -driven instruments to diagnose the problems of individual readers is limited to **analyses** based on **responses** to a very fixed set of questions.

Teachers and clinicians need to make use of many tools to guide their

decisions, and published diagnoses accompanied by **computer** software are among them. It is, nonetheless, important to remain aware that--at its best--diagnosis is a **dynamic** , insightful **process** , replete with delicate clinical probing of children's **responses** that cannot be replicated by a **computer** .

Precise assessment of a reader's strategies for handling printed material is in the realm of the **trained** diagnostician. It can be obtained only through careful observation of reading behavior and detailed **analysis** of the resultant **understanding** . A diagnostically oriented directed **reading** activity or the use of an individual informal reading inventory is a prerequisite.

REFERENCES

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Disabilities: A Prototype. Master's Thesis, University of

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Durrell **Analysis** of Reading Difficulty reading levels in clinical

assessment," [1981]. Powell, William R. "The emergent reading...

...1982. 17 pp. [ED 233 334] Robinson, Helen M. "Visual and auditory modalities related to **methods**

for beginning reading," Reading Research Quarterly, 8 (1), Fall 1972,

pp. 7-39. ERIC Clearinghouse on **Reading** and Communication **Skills** Indiana University Smith Research Center 2805 East Tenth Street, Suite 150 Bloomington, IN 47405

This publication was prepared with funding from the Office of **Educational** Research and Improvement, U.S. Department of **Education** , under contract no. RI88062001. Contractors undertaking such projects under government sponsorship are encouraged to express...

...opinions, however, do not necessarily represent the official view or opinions of the Office of **Educational** Research and Improvement.
DESCRIPTORS: **Computer** Assisted **Testing** ; **Educational** Trends; Elementary Secondary **Education** ; *Informal Reading Inventories; *Reading Diagnosis; **Reading** Research; *Remedial **Reading** ; Theory **Practice** Relationship

34/3,K/19 (Item 19 from file: 1)
DIALOG(R)File 1:ERIC

00974439 ERIC NO.: EJ561175 CLEARINGHOUSE NO.: FL527798
Reading Rate and **Comprehension** : Implications for Designing **Computer** Technology To Facilitate **Reading Comprehension** .
Freese, Anne Reilley
Computer Assisted Language Learning, v10 n4 p311-19 Sep 1997
1997 (**19970000**)

Reading Rate and **Comprehension** : Implications for Designing **Computer** Technology To Facilitate **Reading Comprehension** .
... **19970000**)

Reviews the findings of some recent research on **reading rate** , **comprehension** , and subvocal speech; discusses how **computer** -assisted **instruction** can be used to help readers develop **reading** strategies for proficiency; and **examines** the implications of the research for software development, including **drill** and **practice** , **reading process practice** at various difficulty levels, and use of rapid **feedback** . (MSE)
DESCRIPTORS: **Computer** Assisted **Instruction** ; * **Computer** Software Development; Difficulty Level; * **Educational** Technology; **Feedback** ; **Instructional Materials** ; Language Research; **Learning** Strategies; Pacing; Pattern **Drills** (Language); * **Reading Comprehension** ; * **Reading Rate** ; **Reading** Research; **Reading** Strategies; Second Language **Instruction** ; *Second Language **Learning** ; Speech Skills; Technological Advancement

34/3,K/20 (Item 20 from file: 1)
DIALOG(R)File 1:ERIC

00937572 ERIC NO.: EJ536327 CLEARINGHOUSE NO.: JC507599
Computerized Adaptive Testing for **Reading** Placement and Diagnostic Assessment.
Shermis, Mark D.; And Others
Journal of Developmental Education, v20 n2 p18-20,22,24 Sum 1996
1996 (**19960000)**

Computerized Adaptive Testing for **Reading** Placement and Diagnostic Assessment.
... **19960000)**

Describes a study to pilot- **test** a new **reading** assessment instrument designed to function in a **computerized adaptive testing** (CAT) environment. Indicates that the measure showed fair internal consistency and correlated well with other **tests** . Discusses advantages and disadvantages of CAT **systems** and describes the HyperCAT **testing** program. (23 citations) (AJL)
DESCRIPTORS: **Computer** Assisted **Testing** ; Diagnostic **Tests** ; Higher **Education** ; *Pilot Projects; Program Development; * **Reading Tests** ; Student Placement; * **Test** Construction; * **Test** Theory
IDENTIFIERS: HyperCAT **Computer** Program

34/3,K/26 (Item 26 from file: 1)
DIALOG(R)File 1:ERIC

00853842 ERIC NO.: ED362006 CLEARINGHOUSE NO.: FL021386
The Dimensionality of a Placement **Test** Components.
Blais, Jean-Guy; Laurier, Michel
28pp.
September 1993 (**19930900**)

The Dimensionality of a Placement **Test** Components.
... **19930900**)

A **computerized adaptive test** for placement of students in postsecondary French second language courses is **evaluated** for unidimensionality of its three component **tests** : **reading comprehension** of a short paragraph; selection of the appropriate statement in a given situation; and a "fill-in-the-blank" section. A variety of statistical **procedures** were used to assess the components' unidimensionality, including a structural equation approach, factor **analysis** , nonparametric approach, and item **response** theory approach. Results of each of these **analyses** are explained and synthesized. It is concluded that the varying and sometimes conflicting results raise...

...yes/no issue, depending heavily on expert judgment. A 49-item bibliography is included, and **procedures** and results of the different **analyses** are appended. (MSE)
DESCRIPTORS: **Adaptive Testing** ; * **Computer** Assisted **Testing** ; Foreign Countries; *French; Higher **Education** ; Language Proficiency; *Language **Tests** ; **Reading Comprehension** ; Second Language **Instruction** ; *Second Languages; **Test** Format; **Testing**
IDENTIFIERS: Canada; *Placement **Tests**

34/3,K/28 (Item 28 from file: 1)
DIALOG(R)File 1:ERIC

00845218 ERIC NO.: EJ481859 CLEARINGHOUSE NO.: IR528462
A Cybernetic Approach to Early **Education** .
Steg, Doreen Ray; And Others
Journal of Educational Computing Research, v10 n1 p1-27 1994
1994 (**19940000**)

A Cybernetic Approach to Early **Education** .
... **19940000**)

Describes longitudinal studies conducted at the Drexel Early Childhood Center (Pennsylvania) that used Self-Controlled **Interactive Learning Systems** to **teach reading skills** . Standardized **test scores** for at-risk students are compared with other students; experimental and control groups using standard **instruction** are compared; and studies of remediating perceptual abilities are described. (Contains 31 references.) (LRW)
DESCRIPTORS: Comparative **Analysis** ; * **Computer** Assisted **Instruction** ; Conventional **Instruction** ; Early Childhood **Education** ; High Risk Students; Higher **Education** ; Intermode Differences; **Learner** Controlled **Instruction** ; Longitudinal Studies; Perception; **Reading Instruction** ; **Reading Skills** ; Remedial **Instruction** ; **Scores** ; Standardized **Tests** ; Tables (Data)
IDENTIFIERS: Drexel University PA; **Interactive Systems**

34/3,K/29 (Item 29 from file: 1)
DIALOG(R)File 1:ERIC

00830400 ERIC NO.: ED359393 CLEARINGHOUSE NO.: CE064039
Computers & Literacy: Curricula & Guides. General Adult Literacy Series. Revised.;
CORP. SOURCE: Business Council for Effective Literacy, New York, NY.
(BBB24910)
12pp.
BCEL Brief, n7 Apr 1993
April 1993 (**19930400**)
NOTES: Revises ED 344 081.

Computers & Literacy: Curricula & Guides. General Adult Literacy Series. Revised.
... **19930400**)

This **brief** describes 23 **computer - based** adult literacy programs developed for **instructional** use in workplace and general literacy settings and 11 guides and research reports. Descriptions contain these types of information: area(s) taught or assessed; format; intended users; **instructional** objective(s); required hardware; cost; companion print materials; and source (name, address, and telephone number...
...are as follows: Basic Academic Skills for Employment; Aptitude Based and Interest Based Career Decision **Tests** ; **Reading** in the Workplace, Math in the Workplace, and Solutions; **Systems** Approach for Workplace Literacy Assurance and Occupational Skills **Analysis System** ; **Education** for Employment; Job-Trails; Mathkey; R.O.A.D. to Success; SkillWorks; and Workplace Literacy **System** . The 13 general curriculum/program development entries include the following: Autoskills Component Reading Subskills; BLS **Tutorsystems** ; COMPRIS, INC.; Core Reading and Vocabulary Development Program; A Day in the Life...; Graffiti One, In the Print Shop, and Accent Improvement; Adult Literacy Word **Processor** ; GOAL Series; MacEnglish; Pathfinder **Learning System** ; Project STAR: Sequential **Training** for Adult **Reading** ; **Skill** Bank Business Edition; and **Interactive** Modumath. The third section describes 11 resource guides, research reports, collected readings, and other guides. Descriptions discuss content, focuses, and findings on recommendations. Two articles: "The Case for **Computers** " (BCEL Newsletter, July 1985) and " **Computer** Update: Emerging Issues" (BCEL Newsletter, October 1989) are attached. (YLB)
DESCRIPTORS: Adult Basic **Education** ; *Adult Literacy; Basic Skills; * **Computer** Assisted **Instruction** ; **Computer** Assisted **Testing** ; **Computer** Software Selection; *Courseware; Curriculum; **Educational** Diagnosis; **Educational** Research; **Educational** Resources; *English (Second Language); Job Skills; *Job **Training** ; Labor Force Development; **Learning** Modules; *Literacy **Education** ; Mathematics Skills; Research Reports

34/3,K/30 (Item 30 from file: 1)
DIALOG(R)File 1:ERIC

00829883 ERIC NO.: ED358876 CLEARINGHOUSE NO.: JC930291
FIPSE--Adult Literacy Courseware Development, September 1, 1985-December 30, 1988. Final Report.
Griffin, Tom; Songer, Tim;
CORP. SOURCE: Central Piedmont Community Coll., Charlotte, NC. (BBB07978)
161pp.
1988 (**19880000**)
SPONSORING AGENCY: Fund for the Improvement of Postsecondary Education (ED), Washington, DC. (EDD00024)

... **19880000**)

...was undertaken at Central Piedmont Community College (CPCC), in Charlotte, North Carolina, to develop, field **test** , and validate **reading** courseware for adults that takes into account individual **learning** styles. Two literacy products were developed and **evaluated** . The first, the **Learning** Style Survey (LSS), is an **interactive** videodisc developed to assess the preferred **learning** styles of low-literate adults. The LSS was validated through field **tests** involving more than 1,000 adult students nationwide, which revealed that over 60% of the participants reading below a 9th **grade** level had a strong preference for auditory materials, while 60% of those reading at a high school level preferred visual materials. The second product, the Reading to **Educate** and Develop Yourself (READY) videodisc, provides a series of nine microcomputer-based **reading comprehension** modules which include considerable auditory materials. The modules cover: (1) an introduction to the **system** ; (2) locating important parts of the text; (3) vocabulary improvement; (4) locating key words in a sentence; (5) comprehension through the use of synonyms; (6) identifying the topic of a **passage** ; (7) identifying a sentence that summarizes the main topic; (8) **tests** of student comprehension; and (9) a review of vocabulary. Validation of the READY course, involving...

...of the LSS, an LSS brochure and other information on using videodiscs to assess preferred **learning** styles, the READY course manual, a report of **instructor** comments on the READY course and preliminary results of a validation study, and lists of...
DESCRIPTORS: Adult **Learning** ; *Adult Literacy; *Adult Reading Programs; Audiovisual Aids; Aural **Learning** ; Cognitive Style; Community Colleges; **Computer** Uses in **Education** ; **Educational** Innovation; Individual Development; * **Interactive** Video; Literacy; Program Descriptions; *Program **Evaluation** ; * **Reading Instruction** ; **Reading Skills** ; Two Year Colleges; *Videodisks; Visual **Learning**

34/3,K/31 (Item 31 from file: 1)
DIALOG(R)File 1:ERIC

00814930 ERIC NO.: EJ463571 CLEARINGHOUSE NO.: CE525198
R.O.A.D. to Success: **Evaluation** of Workplace Literacy Efforts.
Askov, Eunice N.; Brown, Emory J.
Adult Basic Education, v2 n3 p167-75 Fall 1992
1992 (**19920000)**

R.O.A.D. to Success: **Evaluation** of Workplace Literacy Efforts.
... **19920000)**

...58 Pennsylvania workers completed the R.O.A.D. course, which involved functional context and **interactive** software to improve drivers' **reading skills** to pass the Commercial Driver's License exam. Comparison with pre- and posttest **scores** of 10 in a control group showed that R.O.A.D. completers had significantly higher **scores** . (SK)
DESCRIPTORS: Adult Literacy; Certification; * **Computer** Assisted **Instruction** ; Online **Systems** ; **Reading Skills** ; * **Test** Construction

34/3,K/33 (Item 33 from file: 1)
DIALOG(R)File 1:ERIC

00792163 ERIC NO.: ED339727 CLEARINGHOUSE NO.: TM017630
Computerized Placement **Tests** : Coordinator's Guide. Program Overview, Version 3.0. Including the College-Level Mathematics **Test** and Seamless Serial **Testing** . ;
CORP. SOURCE: College Entrance Examination Board, Princeton, NJ. (BBB14374) ; Educational Testing Service, Princeton, NJ. (QAT24225)
114pp.
June 1990 (**19900600**)
NOTES: For related documents, see TM 017 416-417, and TM 017 631.

Computerized Placement **Tests** : Coordinator's Guide. Program Overview, Version 3.0. Including the College-Level Mathematics **Test** and Seamless Serial **Testing** .
... **19900600**)

This guide is designed to provide essential background material about the College Board's **Computerized** Placement **Tests** (CPTs). It is recommended for administrators and staff alike. It contains the theory on which the **tests** are based, information concerning how to administer them, and discussions of the reports produced and how to interpret the data. The CPTs program is an assessment program based on **computerized adaptive testing** techniques. The methodology **customizes tests** according to the student's abilities, presenting the student with questions at an appropriate level for his or her abilities, knowledge, and background. Five areas are currently **tested** by CPTs (**reading comprehension** , sentence **skills** , arithmetic **skills** , elementary algebra skills, and college level mathematics). Seamless Serial **Testing** is a feature that allows automatic selection and administration of from one to three mathematics **tests** corresponding to the examinee's abilities. CPTs are a component of the ACCUPLACER student information management **system** . The following sections are included: (1) an introduction and overview; (2) a description of the **tests** ; (3) **test score** interpretation; (4) a software overview; (5) reporting; (6) student information; (7) percentile ranks, standard errors of measurement, and tables of comparable scaled **scores** ; (8) a glossary; and (9) an appendix of supplemental information. There are 35 tables. Selected sample **test** items and figures supplement the text. (SLD)
DESCRIPTORS: **Adaptive Testing** ; Algebra; Arithmetic; *College Entrance Examinations; College Mathematics; * **Computer** Assisted **Testing** ; Error of Measurement; Higher **Education** ; *Management Information **Systems** ; Mathematics **Tests** ; Microcomputers; **Reading Comprehension** ; **Scores** ; Sentence Structure; *Student Placement; * **Test** Interpretation; **Test** Theory
IDENTIFIERS: College Board **Computerized** Placement **Tests** ; User Guides

34/3,K/34 (Item 34 from file: 1)
DIALOG(R)File 1:ERIC

00791792 ERIC NO.: ED339356 CLEARINGHOUSE NO.: IR015305
Interactive Video and **Instruction** . What Research Says to the **Teacher** .
Martorella, Peter H.;
CORP. SOURCE: National Education Association, Washington, DC. (FGK56700)
34pp.
July 1989 (**19890700**)

Interactive Video and **Instruction** . What Research Says to the **Teacher** . ... **19890700**)

This state-of-the-art report on **interactive** video and **instruction** begins with a **brief** review of the current status of technology and technology transfer in schools. The nature of **interactive** video is then considered, including **instructional** applications of the technology and the components of an **interactive** video **instructional system** . Discussion of **interactive** video **systems** in the classroom provides a holistic view of **computers** and imagery in **instruction** together with a **summary** of implementation issues related to six components of such a **system** , i.e., video monitors, **computers** , software, interface devices or cables, videodisc or videotape data, and videodisc or videotape players. Five examples of classroom applications are then described: (1) Laser **Learning** Reading Program for **teaching** middle **grade** students **reading comprehension** ; (2) Target **Interactive** Project (TIP), alcohol and drug **education** ; (3) Project CENT, consumer **education** ; (4) the National Gallery of Art Program; and (5) Project Interact, which is designed to help **teachers** transfer **interactive** technology into classrooms across all subjects and **grades** . The effectiveness of **interactive** video **systems** is then explored in the context of research on **computer** - **based instruction** and research on **interactive** video, and an agenda for future **interactive** video research is proposed. A look at some current and future developments in videodisc and **interactive** video technologies and their role in the school of the future concludes the report. (74...
DESCRIPTORS: Classroom Techniques; * **Computer** Assisted **Instruction** ; **Computer** Simulation; **Computer** Software; Elementary Secondary **Education** ; Futures (of Society); **Instructional** Effectiveness; **Instructional Systems** ; * **Interactive** Video; Microcomputers; **Systems** Development; Videodisks; Videotape Recordings

34/3,K/37 (Item 37 from file: 1)
DIALOG(R)File 1:ERIC

00774678 ERIC NO.: EJ436344 CLEARINGHOUSE NO.: JC505825
Computerized Adaptive Testing in **Reading** .
Smittle, Pat
Journal of Developmental Education, v15 n2 p2-5 Win 1991
1991 (**19910000)**

Computerized Adaptive Testing in **Reading** .
... **19910000)**

Discusses the use of **computerized** placement **testing** at Santa Fe Community College to enable students needing only a short review of **reading skills** to exit early from a College Preparatory Reading Class (CPRC). Describes CPRC placement, structure, curriculum...
DESCRIPTORS: Community Colleges; * **Computer** Assisted **Testing** ; *Minimum Competency **Testing** ; *Remedial **Instruction** ; *Remedial **Reading** ; *Student Placement; **Teaching Methods** ; Two Year Colleges

34/3,K/38 (Item 38 from file: 1)
DIALOG(R)File 1:ERIC

00734528 ERIC NO.: ED319003 CLEARINGHOUSE NO.: CS010056
The Effect of **Feedback** on the Illusion of Knowing and Comprehension Monitoring of College Students.
Ward, Sandra Brubaker; Clark, Henry T., III
18pp.
February 1989 (**19890200)**
NOTES: Paper presented at the Annual Meeting of the Eastern **Educational** Research Association (Savannah, GA, February 22-25, 1989).

The Effect of **Feedback** on the Illusion of Knowing and Comprehension Monitoring of College Students.
... **19890200)**
NOTES: Paper presented at the Annual Meeting of the Eastern **Educational** Research Association (Savannah, GA, February 22-25, 1989).

A study investigated the effect of providing students with varying forms of **feedback** during **reading** on students' estimates of **understanding** , actual comprehension **scores** , and students' use of rereading and reading **rate** adjustment. The 67 subjects were presented with **passages** to read, and their reading behavior was monitored via **computer** . Although students became more accurate in their estimates of understanding across the four **passage** segments (reduced illusion of knowing), results indicated no effects of **feedback** on either comprehension or the processing measures. Findings suggest the relative resistance of metacognitive aspects of **reading** to short-term intervention among **practiced readers** . (Six tables of data are included. (MG)
DESCRIPTORS: **Analysis** of Variance; *College Students; * **Feedback** ; Higher **Education** ; **Learning Processes** ; Metacognition; * **Reading Comprehension** ; * **Reading Processes** ; **Reading** Research; Reinforcement

34/3,K/40 (Item 40 from file: 1)
DIALOG(R)File 1:ERIC

00672830 ERIC NO.: ED294165 CLEARINGHOUSE NO.: CS009154
The Effectiveness of **Interactive Computer** Assisted Modeling in **Teaching** Study Strategies and Concept Mapping of College Textbook Material.
Mikulecky, Larry
20pp.
December 1987 (**19871200**)
NOTES: Paper presented at the Annual Meeting of the National Reading Conference (8th, Clearwater, FL, December 3-6, 1987). Project funded by the Fund for the Improvement of Postsecondary **Education** (FIPSE).

The Effectiveness of **Interactive Computer** Assisted Modeling in **Teaching** Study Strategies and Concept Mapping of College Textbook Material.
... **19871200**)
...NOTES: FL, December 3-6, 1987). Project funded by the Fund for the Improvement of Postsecondary **Education** (FIPSE).

A study **evaluated** the effectiveness of a series of print materials and **interactive computer** -guided study programs designed to lead undergraduate students to apply basic textbook reading and concept mapping strategies to the study of science and social science textbooks. Following field **testing** with 25 **learning** skills students, 50 freshman biology students enrolled at Indiana University were divided into treatment and...

...10 page biology textbook selections. Treatment students scheduled three weekly one-hour appointments using the **computer** programs, which helped students identify key concepts, write **summary** statements comparing and contrasting concepts, and graphically map relationships among concepts. After each lesson students **answered** a questionnaire on the usability of the lesson, and on completion of the last lesson, chapter examinations were given along with an open-ended questionnaire **evaluating** the program. One week after the chapter **exam** , treatment subjects **read** a new biology text and were given an exam on the new material. Control students...

...examination taken by the treatment group. They also returned one week later to repeat the **process** with the new text. Findings showed that treatment students significantly outperformed control students for both texts in ability to link terms and map concept relationships. Questionnaire data indicated that **computer instruction** was viewed positively as a way to **learn** strategies for reading difficult material. (Two tables of data are included, and 23 references are...
DESCRIPTORS: Biology; College Freshmen; * **Computer** Assisted **Instruction** ; **Educational** Media; Higher **Education** ; **Individualized Instruction** ; **Instructional** Effectiveness; * **Instructional** Material **Evaluation** ; *Interactive Video; *Programed **Instructional** Materials; **Reading Comprehension** ; **Reading** Research; * **Reading** Strategies; Science **Instruction** ; **Skill** Development; Study Skills

34/3,K/43 (Item 43 from file: 1)
DIALOG(R)File 1:ERIC

00642921 ERIC NO.: ED281163 CLEARINGHOUSE NO.: CS008772
Using **Computers** in the **Teaching** of Reading. **Computers** in the Curriculum Series.
Strickland, Dorothy S.; And Others
240pp.
1987 (**19870000**)
NOTES: Foreword by George E. Mason.

Using **Computers** in the **Teaching** of Reading. **Computers** in the Curriculum Series.
... **19870000**)

Noting that the proliferation of **computers** in the schools requires **teachers** to know the best ways to use them, this book shows how the **computer** can be used in a reading and language arts curriculum as tool, **tutor** , and tutee with currently available software. Chapter one defines the reading **process** in terms of its relationship to background experiences and language cue **systems** and, based on this definition, describes the productive use of **computers** . Chapters two and three describe how the **computer** can be used as a writing tool and a **teacher** 's tool in a reading and language arts curriculum. Chapters four and five delineate how the **computer** can be used as a **tutor** --for **drill** and **practice** and through **interactive reading** and writing software packages. Chapter six discusses **computer** use as a tutee and software programs that students can manipulate as well as two programming languages, LOGO and BASIC, for **reading** and thinking **skill** development. Chapter seven introduces practical considerations for organizing and **evaluating** **computer** programs. Finally, chapter eight discusses critical issues and trends related to the **computer** and the **teaching** of reading and language arts. A guide to resources providing software and **computer** -related information is appended. (SRT)
DESCRIPTORS: **Computer** Assisted **Instruction** ; **Computer** Managed **Instruction** ; * **Computer** Software; Copyrights; Curriculum Development; Databases; Elementary Secondary **Education** ; Higher **Education** ; Microcomputers; Programed **Tutoring** ; Programing Languages; Readability; *Reading **Instruction** ; * **Reading** Processes; **Reading Teachers** ; * **Reading Tests** ; Word Processing

34/3,K/47 (Item 47 from file: 1)
DIALOG(R)File 1:ERIC

00615482 ERIC NO.: ED271726 CLEARINGHOUSE NO.: CS008488
A Guide to Curriculum Planning in Reading. Bulletin No. 6305.;
CORP. SOURCE: Wisconsin State Dept. of Public Instruction, Madison.
(ZQU97875)
189pp.
1986 (**19860000**)
NOTES: For the Guide to Curriculum Planning in English Language Arts, see ED 268 554.

... **19860000**)

Defining reading as a **dynamic** , **interactive process** involving the reader in constructing meaning, this guide for the elementary and secondary curriculum was designed to facilitate effective and creative decision making by **teachers** for (1) integrating reading and writing across the curriculum, (2) developing readers who can independently...

...their school years. The contents of the guide are divided into the following sections: overview, **understanding reading comprehension** as an **interactive process** , developing strategic **readers** , K-12 scope and sequence-- **skills** and strategies, **analyzing** the curriculum, planning for **instruction** , organizing for **instruction** , selecting **instructional** materials, **evaluating** the reading curriculum, and contributors to an effective reading program. Included among the many appendixes are a poster for word meaning strategies, a decision-making guide for **teaching** word **analysis** , guidelines for using **computers** in a reading curriculum, criteria for selecting nonprint media for a reading program, several bibliographies...
DESCRIPTORS: Beginning Reading; *Content Area Reading; *Curriculum Development; *Curriculum **Evaluation** ; Elementary Secondary **Education** ; **Reading Comprehension** ; * **Reading** Instruction; * **Reading** Processes; * **Reading** Programs; **Reading Skills** ; **Reading** Strategies

34/3,K/48 (Item 48 from file: 1)
DIALOG(R)File 1:ERIC

00609913 ERIC NO.: ED266157 CLEARINGHOUSE NO.: TM860100
Applied Studies in **Computerized** Diagnostic **Testing** : Implications for Practice. Diagnostic **Testing** Project.
McArthur, David L.;
CORP. SOURCE: California Univ., Los Angeles. Center for the Study of Evaluation. (CIQ11702)
22pp.
November 1985 (**19851100)**
SPONSORING AGENCY: National Inst. of Education (ED), Washington, DC. (EDN00001)

Applied Studies in **Computerized** Diagnostic **Testing** : Implications for Practice. Diagnostic **Testing** Project.
... **19851100)**

The use of **computers** to build diagnostic inferences is presented in two contexts: (1) closed world, exemplified by the space shuttle launch monitoring **system** ; and (2) open world, represented by **computerized** diagnostic **testing** of **reading** **comprehension** . The **analysis** shows that the closed world provides a substantially cleaner environment within which to perform diagnostic inference. In the case of **educational** diagnosis, most domains tend to be relatively open-ended, and thus no comparable clarity can be found. If the **test** materials for **computerized** administration can be designed within tightly controlled parameters, and if the diagnostic strategy can be...

...domain, then many of the ambiguities of diagnostic inference will be closer to resolution. The **computer** has proved itself valuable in managing more traditional varieties of **educational** **test** administration and **scoring** . Properly programmed, the **computer** can become an unparalleled asset in the context of diagnostic **testing** . (LMO)
DESCRIPTORS: **Adaptive** **Testing** ; * **Computer** Assisted **Testing** ; **Computer** Oriented Programs; * **Computer** Science; *Diagnostic **Tests** ; Elementary Secondary **Education** ; Microcomputers; *Models; Prediction; Psychometrics; **Reading** **Comprehension** ; * **Test** Theory
IDENTIFIERS: Diagnostic **Testing** Project

34/3,K/49 (Item 49 from file: 1)
DIALOG(R)File 1:ERIC

00602087 ERIC NO.: EJ338961 CLEARINGHOUSE NO.: FL517221
Multidimensionality of Foreign Language Reading Proficiency: Preliminary Considerations in Assessment.
Kaya-Carton, Esin; Carton, Aaron S.
Foreign Language Annals, v19 n2 p95-102 Apr 1986
1986 (**19860000**)

... **19860000**)

Reports on the first phases of an American Council on the **Teaching** of Foreign Languages project to develop a **computerized adaptive test** of **reading** proficiency. The theoretical multidimensionality of the construct is clarified, and its implications for **test** development, item calibration, and validation **procedures** are discussed. (Author/SED)
DESCRIPTORS: **Adaptive Testing** ; *Computer Assisted **Testing** ; *French; Language **Tests** ; * **Reading Skills** ; **Reading Tests** ; Second Language Learning; * **Test** Construction; * **Test** Validity
IDENTIFIERS: Am Council on **Teaching** of Foreign Lang

34/3,K/51 (Item 51 from file: 1)
DIALOG(R)File 1:ERIC

00585009 ERIC NO.: ED259019 CLEARINGHOUSE NO.: TM850389
Macroprocesses, Individual Differences and **Instructional** **Methods** .
Tobias, Sigmund
17pp.
April 1984 (**19840400)**
NOTES: Paper presented at the Annual Meeting of the American **Educational** Research Association (68th, New Orleans, LA, April 23-27, 1984).
SPONSORING AGENCY: Army Research Inst. for the Behavioral and Social Sciences, Arlington, VA. (BBB08873)

Macroprocesses, Individual Differences and **Instructional** Methods . ... **19840400)**
NOTES: Paper presented at the Annual Meeting of the American **Educational** Research Association (68th, New Orleans, LA, April 23-27, 1984).

Students' macroprocessing of **instruction** was studied in a **learning** situation which used adjunct questions. The subjects were offered various macroprocessing options while reading a **passage** on data processing and **computer** programming. Each sentence appeared on a **computer** CRT screen one at a time. The options included: (1) review any sentence or sentences ...
...of the 49-paragraph presentation; or (9) view and select from a menu of options. **Tests** of **reading** , worry, **test** anxiety, and study **skills** were administered. Three groups were assigned: only reading the text; reading and responding to adjunct questions after each screen; or reading, **answering** questions, and receiving **feedback** . The **computer** **system** monitored which options were selected, as well as the frequency and time requirements. The results...

...individual achievement; in fact, they may not have known which macroprocesses to use to improve **learning** . (GDC)
DESCRIPTORS: Advance Organizers; *Aptitude Treatment Interaction; * **Computer** Assisted **Instruction** ; **Computer** Assisted **Testing** ; Higher **Education** ; Individual Differences; **Learning** **Processes** ; * **Learning** Strategies; Predictor Variables; Pretests Posttests; **Reading** **Comprehension** ; * **Reading** Strategies; Student Role; *Study **Skills** ; **Teaching** **Methods** ; **Test** Anxiety
IDENTIFIERS: Adjunct Questions; **Learning** and Study **Skills** Questionnaire ; *Macroprocesses; Nelson Denny **Reading** **Tests** ; Sarason **Test** Anxiety Scale; Worry Emotionality Scale (Morris Davis Hutchings)

34/3,K/56 (Item 56 from file: 1)
DIALOG(R)File 1:ERIC

00513147 ERIC NO.: ED223993 CLEARINGHOUSE NO.: CS006922
Interactive Development of **Reading Skills** in an **Educational** Clinic.
Grocke, Margaret
20pp.
September 1982 (**19820900**)
NOTES: Paper presented at the Annual National Conference of the Australian Group for the Scientific Study of Mental Deficiency (18th, September 1982).

Interactive Development of **Reading Skills** in an **Educational** Clinic. ... **19820900**)

Computer - based reading programs have been used at the City **Educational** Clinic in Canberra, Australia, to improve the **reading skills** of children who are " **reading** disabled." Children interacted with the **computer** via a graphic display, touch sensitive screen, and synthesized speech. The first program taught a...

...vocabulary and allowed children to construct their own sentences from word lists. A modified cloze **procedure** was used in the second program, in which the child chose the missing word in...
...a word in the displayed paragraph, he or she could have it spoken by the **computer** . Spoken or visual **feedback** was given to all the child's **responses** . Reports from classroom **teachers** indicated that the program improved self-confidence and interest in reading for many children. Important...

...program design in which the child could experience success and which provided immediate and explicit **feedback** . **Evaluation** studies indicated significant gains in sight vocabulary and **reading comprehension scores** after 4 to 5 hours of **computer - based instruction** . (HTH)
DESCRIPTORS: **Computer** Assisted **Instruction** ; Elementary **Education** ; Foreign Countries; Program Descriptions; Program **Evaluation** ; **Reading** Attitudes; * **Reading Comprehension** ; * **Reading** Difficulties; * **Reading** Improvement; * **Reading** Instruction; **Reading Skills** ; *Sight Vocabulary; Vocabulary Development

34/3,K/61 (Item 61 from file: 1)
DIALOG(R)File 1:ERIC

00270868 ERIC NO.: ED125662 CLEARINGHOUSE NO.: IR003754
Hardware Developments; Microcomputers and **Processors** ; **Grade** School/High School **Instructional** ; and **Computer** -Aided Design. Papers Presented at the Association for **Educational** Data **Systems** Annual Convention (Phoenix, Arizona, May 3-7, 1976).;
CORP. SOURCE: Association for Educational Data Systems, Washington, DC.
(FGK04665)
51pp.
May 1976 (**19760500**)
NOTES: For related documents, see IR 003 748-756; Some parts may be marginally legible due to print quality of original

Hardware Developments; Microcomputers and **Processors** ; **Grade** School/High School **Instructional** ; and **Computer** -Aided Design. Papers Presented at the Association for **Educational** Data **Systems** Annual Convention (Phoenix, Arizona, May 3-7, 1976).
... **19760500**)

Compiled are ten papers describing **computer** hardware and **computer** use in elementary and secondary school **instruction** presented at the Association for **Educational** Data **Systems** (AEDS) 1976 convention. An oral/aural terminal is described followed by two papers about the use of minicomputers and microprocessors. Seven papers discuss various uses of the **computer** in elementary and high school **instruction** : a **computer** can be used to plot and display conic sections and environmental designs, to help **teach reading skills** , and to generate **tests** or homework exercises. One paper recommends the use of games in **computerized drills** , and another explains **computerized** demonstration of some mathematics principles. The importance of the school **computer** coordinator is outlined by the Minnesota **Educational** Computing Consortium. (CH)
DESCRIPTORS: **Computer** Assisted **Instruction** ; * **Computer** Graphics; **Computer** Oriented Programs; * **Computers** ; Display **Systems** ; * **Educational** Media; * **Educational** Technology; Elementary **Education** ; **Instructional** Innovation; Man Machine **Systems** ; Mathematics **Instruction** ; Minicomputers; Secondary **Education** ; **Teaching Methods** ; **Test** Construction
IDENTIFIERS: AEDS 76; *Association for **Educational** Data **Systems** ; **Interactive Computer Systems**

34/3,K/67 (Item 1 from file: 7)
DIALOG(R)File 7:Social SciSearch(R)

02836589 GENUINE ARTICLE#: TK293 NO. REFERENCES: 42
TITLE: COMPUTER - BASED **PHONOLOGICAL AWARENESS AND READING-** INSTRUCTION
AUTHOR(S): WISE BW; OLSON RK
CORPORATE SOURCE: UNIV COLORADO/BOULDER//CO/80309
JOURNAL: ANNALS OF DYSLEXIA, **1995** , V45, P99-122
LANGUAGE: ENGLISH DOCUMENT TYPE: ARTICLE
(Abstract Available)

TITLE: COMPUTER - BASED **PHONOLOGICAL AWARENESS AND READING-** INSTRUCTION
1995
ABSTRACT: Reading with Orthographic and Segmented Speech (ROSS) programs use talking **computers** to deal with deficits in word recognition and phonological awareness. With ROSS, children read stories on a **computer** screen. Whenever they encounter a word they find difficult, they can request assistance by targeting...

...while reading with ROSS, by using some programs based on the Auditory Discrimination in Depth **method** (Lindamood and Lindamood 1975), and others focusing on phoneme manipulation with speech **feedback** for all **responses** . The study compared the effects of this **training** with **training** in Comprehension Strategies (CS) based on Reciprocal **Teaching** techniques (Palincsar and Brown 1984), among second- to fifth- **grade** students with problems in word recognition. While both groups received equal **instructional** time in small-groups and with the **computer** the groups differed in how much time they spent reading words in context. Whereas PA children spent half their **computer** time on PA **exercises** involving individual! words and half **reading** words in context with ROSS, the CS group spent all their **computer** time reading words in context with ROSS. Both groups made significant gains in decoding, word...

...comprehension; however the PA groups gained significantly more than the CS group on all untimed **tests** of phoneme awareness, word recognition, and nonsense word reading. The CS children performed better on a **test** of time-limited word recognition; they also achieved higher **comprehension scores** , although only while **reading** with a **trainer** . The PA children's improved decoding skill led to greater accuracy, but slower **responses** with difficult words, after one semester's **training** .

34/3,K/73 (Item 4 from file: 11)
DIALOG(R)File 11:PsycINFO(R)

00748104 1983-13699-001
Early reading in young deaf children using microcomputer technology.
AUTHOR: Prinz, Philip M.; Nelson, Keith E.; Stedt, Joe D.
AUTHOR AFFILIATION: Pennsylvania State U, Div of Special Education & Communication Disorders, University Parknl
JOURNAL: American Annals of the Deaf, Vol 127(5), 529-535, Sep, 1982
PUBLISHER: American Annals of the Deaf KDES PAS-6--US

ABSTRACT: 10 2-6 yr old deaf children were **trained** to use a novel **interactive** microcomputer **system** with a special interface keyboard that builds in perceptual salience, **individualized** vocabulary, animation, and color graphics in a 2-person-plus- **computer** communication **system** . Although the major objective of the project was to field **test** a **computerized reading instructional system** for young deaf children, it is possible that elaborated versions of this **system** will have wide application in **instructional** programs for preschool children, older school-aged children, and adults evidencing reading problems. (27 ref...

DESCRIPTORS: **Computer** Assisted **Instruction** ; *...

...Reading **Education** ; *...

...Special **Education**
IDENTIFIERS: microcomputer **system** , reading **instruction** , deaf 2-6 yr olds
19820900

34/3,K/74 (Item 5 from file: 11)
DIALOG(R)File 11:PsycINFO(R)

00664398 1981-11344-001
Computer **-managed** instruction : **Development and** evaluation **of student skill modules to reduce** training **time.**
AUTHOR: McCombs, Barbara L.; Dobrovolny, Jacqueline L.; Judd, Wilson A.
AUTHOR AFFILIATION: MCDonnell Douglas Astronautics Co, St Louis, MOn1
JOURNAL: US AFHRL Technical Report, No 79-20, 131, Aug, 1979
PUBLISHER: AL/HRPP--US

Computer **-managed** instruction : **Development and** evaluation **of student skill modules to reduce** training **time.**

ABSTRACT: Describes the development and **evaluation** of the **computer** -managed **instruction** (CMI) Student Skills Project in the Air Force Advanced **Instructional System** (AIS). The student skill modules were packages assigned near the beginning of a military technical **training** course and included strategies or **procedures** that would continue to affect student behavior throughout the course. An Orientation to CMI/Time Management Lesson; a Study Skills Package (a self- **rating** questionnaire and 4 **training** modules in **reading comprehension** , memorization, **test** taking, and concentration); and an **Instructor** Orientation and **Training** Package were developed. **Evaluation** results indicate the following: (a) Substantial time savings were effected by a combination of CMI orientation and time management skill **training** with a **computer** - **based** progress targeting and **feedback system** . (b) Consistent student **training** time reductions and performance gains were made through use of study skills materials by students...

...measured student skills and discriminated students who performed satisfactorily vs poorly in the AIS technical **training** environment. (d) The **Instructor** Orientation and **Training** contributed to efficient remediation of student study skill deficiencies and improved **instructors** ' perceptions of their CMI role. (61/2 p ref) (PsycINFO Database Record (c) 2002 APA...

...DESCRIPTORS: **Computer** Assisted **Instruction** ; *...

...Military **Training** ; *
IDENTIFIERS: development & **evaluation** of **computer** managed **instruction** for study skills improvement, reduction of **training** time, technical air force students
19790800

34/3,K/75 (Item 1 from file: 35)
DIALOG(R)File 35:Dissertation Abs Online

01742945 ORDER NO: AADAA-I9969901
An interactive **visual imagery technique to enhance** reading comprehension **of children with** reading **difficulties**
Author: Kelly, Karen Patricia
Degree: Ph.D.
Year: **2000**
Corporate Source/Institution: Temple University (0225)
Source: VOLUME 61/04-A OF DISSERTATION ABSTRACTS INTERNATIONAL. PAGE 1341. 91 PAGES
ISBN: 0-599-74840-0

An interactive **visual imagery technique to enhance** reading comprehension **of children with** reading **difficulties**
Year: **2000**
Descriptors: **EDUCATION** , READING ; **EDUCATION** , LANGUAGE AND LITERATURE

...italic>. The initial study sought to examine the differences in two types of visual imagery **instruction** for enhancing **reading comprehension skills** and to **examine** the relationship between treatment and visual processing ability. A second study compared the efficacy of... ...Subjects were 54 third through fifth graders at a Philadelphia suburban school, receiving language arts **instruction** in the resource room. <italic> **Method** </italic>. All students in the initial study were randomly assigned to treatment groups and administered visual processing subtests to obtain a **score** for later **analysis** . Pretests and posttests included the Wechsler **Individualized** Achievement **Test** (WIAT) Basic **Reading** and **Reading Comprehension** subtests, in addition to **reading** and science text **passages** with corresponding 10-question **tests** . Subjects in the second study were assigned to a control group and were administered the...

...subtests were not administered. <italic> Results</italic>. In the initial study, a 2 x 2 **analysis** of co-variance was conducted to examine treatment efficacy and its relationship to visual processing ability. Results revealed that an **interactive** visual imagery approach was more effective in increasing **reading comprehension** standard **scores** than a visual imagery alone approach. Also, high visual **processors** improved their **reading comprehension** standard **scores** significantly more than low visual **processors** . However, there was no evidence that treatment efficacy was related to visual processing ability. In the second study, an **analysis** of variance was conducted on the observed WIAT Basic **Reading** and **Reading Comprehension scores** only. Tukey **tests** were used to perform post-hoc comparisons on the observed and adjusted means. On both the observed and adjusted means, significant differences on the WIAT **Reading Comprehension scores** were revealed among all three treatments conditions. <italic>Conclusion</italic>. This investigation indicated that an **interactive** (visual and verbal) technique was more effective in improving **reading comprehension** standard **scores** than a visual imagery alone and control condition. Visual imagery alone was more beneficial than traditional **reading instruction** for improving **reading comprehension skills** of children with **reading** difficulties.

34/3,K/79 (Item 5 from file: 35)
DIALOG(R)File 35:Dissertation Abs Online

01381781 ORDER NO: AAD94-28367
THE EFFECTS OF THREE METHODS **OF DIRECT VOCABULARY** INSTRUCTION **AND ONE** METHOD **OF** COMPUTER **-ASSISTED** INSTRUCTION **ON COLLEGE FRESHMEN'S VOCABULARY KNOWLEDGE IN A DEVELOPMENTAL READING COURSE**

Author: JOHNSON, CARLA DENISE
Degree: ED.D.
Year: **1994**
Corporate Source/Institution: MEMPHIS STATE UNIVERSITY (0124)
Source: VOLUME 55/07-A OF DISSERTATION ABSTRACTS INTERNATIONAL.
PAGE 1811. 96 PAGES

THE EFFECTS OF THREE METHODS **OF DIRECT VOCABULARY** INSTRUCTION **AND ONE** METHOD **OF** COMPUTER **-ASSISTED** INSTRUCTION **ON COLLEGE FRESHMEN'S VOCABULARY KNOWLEDGE IN A DEVELOPMENTAL READING COURSE**
Year: **1994**
Descriptors: **EDUCATION** , CURRICULUM AND **INSTRUCTION** ; **EDUCATION** , READING; **EDUCATION** , TECHNOLOGY

The purpose of this study was to assess the **dynamics** of three different **methods** of vocabulary **instruction** at the college level when each is supplemented by a mixed **method** of **computer** -assisted **instruction** . The sample was drawn from a population of freshmen level college students enrolled in a...

...in Central Arkansas. Enrollment in developmental reading is mandated by the state for students who **scored** below 19 on the **reading** section of the American College **Test** (ACT). One certified **reading teacher** with three years of college **teaching** experience and 60 students participated in the study.

A three group, quasi-experimental design was used to conduct research. Group 1 consisted of 18 students who received definitional **instruction** only. Group 2 consisted of 18 students who received contextual **instruction** only. Group 3 consisted of 24 students who received mixed **instruction** which included definitional and contextual **instruction** . All three groups received supplemental **computer** -assisted **instruction** employing a mixed **method** design one hour per week outside the classroom.

The Stanford Diagnostic **Reading Test** , Form G, Blue Level, Vocabulary subtest, was administered as a pretest to assess baseline vocabulary knowledge of all students. Form H, Blue Level, was administered as a post- **test** to measure differences in vocabulary knowledge of each group over time and treatment. The following research questions were posed: (1) Will three be a statistically significant difference of vocabulary post- **test scores** , as measured by the Stanford Diagnostic **Reading Test** when the **method** of **computer** -assisted **instruction** is consistent with the **method** of **teacher** directed **instruction** ? (2) Will there be a statistically significant difference of weekly vocabulary **scores** , as measured by **teacher** -constructed **tests** , when the **method** of **computer** -assisted **instruction** is consistent with the **method** of **teacher** -directed **instruction** ? (3) Will there be a statistically significant difference in delayed recall of vocabulary, as measured by a **teacher** -constructed **test** , when the **method** of **computer** -assisted **instruction** is consistent with the **method** of **teacher** -directed **instruction** ?

To **test** the research questions, a one-way **analysis** of variance was used to compare **scores** on the Stanford Diagnostic **Reading Test** and the delayed post- **test** . A 3 x 6 repeated measures **analysis** of variance

was used to compare **scores** on the six weekly **tests** .

Based on the **analysis** of data it was determined that the students receiving context only **instruction** **scored** significantly higher on the Stanford Diagnostic **Reading** **Test** than the mixed group. There were no differences between the definition only and context only groups. All three groups showed significant improvement from **test** 1 to **test** 6 on the six weekly **tests** with the context only group showing the most improvement. There were no differences among the three groups on the delayed post- **test** .

34/3,K/80 (Item 6 from file: 35)
DIALOG(R)File 35:Dissertation Abs Online

01289763 ORDER NO: AAD93-11287
AN INSTRUCTIONAL **DESIGN FOR ADULT LITERACY** TUTOR TRAINING **USING** COMPUTER **-ASSISTED** INTERACTIVE **MEDIA**
Author: PARISH, MARY JO
Degree: ED.D.
Year: **1992**
Corporate Source/Institution: ILLINOIS STATE UNIVERSITY (0092)
Source: VOLUME 54/01-A OF DISSERTATION ABSTRACTS INTERNATIONAL. PAGE 62. 308 PAGES

AN INSTRUCTIONAL **DESIGN FOR ADULT LITERACY** TUTOR TRAINING **USING** COMPUTER **-ASSISTED** INTERACTIVE **MEDIA**
Year: **1992**
Descriptors: **EDUCATION** , ADULT AND CONTINUING; **EDUCATION** , READING; **EDUCATION** , TECHNOLOGY

This study involved three principal tasks. An **instructional** problem in adult literacy **tutor training** programs was **analyzed** . An **instructional** design intended to resolve the **instructional** problem through **computer** assisted **interactive** media (CAIM) technology was developed. A comprehensive and systematic CAIM **training** program was created and field **tested** .

The **analysis process** established that adult literacy **tutors** may not perform in ways they should because they may not have received comprehensive and systematic **training** . Further, the **analysis** established that conventional **tutor training instructional** designs and practices may not meet the needs of the volunteer **tutor** population in the areas of content, **learning** preference, and personal convenience. The potential for comprehensive and systematic **training** , using **computer** assisted **interactive** media as the **instructional** delivery **system** , was investigated.

Using a generic conception of **instructional** design and the Rhodes' (1992, Biehler & Rhodes, 1992) **instructional** design methodology, a **process** appropriate to the development of CAIM **training** for adult literacy **tutors** was completed. This **process** involved the examination of the **instructional** problem and problematic elements related to design context, content, setting, and clientele. Alternative resolutions to...

...elements were examined and optimum resolutions chosen. These resolutions established CAIM as the most appropriate **instructional** delivery **system** for comprehensive and systematic **tutor training** . Development of a prototype CAIM **training** program followed the design **process** .

Five experts in the field of adult basic **education** and/or **reading instruction** field **tested** the prototype program. These subjects reacted positively to the **training** program, indicated specific areas for revision, and indicated that CAIM was a viable **instructional** delivery **system** for **tutor training** . Suggested revisions were examined. Those deemed appropriate were subsequently made to the prototype **training** program. Future research and development, through expanded field **testing** and subsequent revision, was recommended.

34/3,K/81 (Item 7 from file: 35)
DIALOG(R)File 35:Dissertation Abs Online

01094444 ORDER NO: AAD90-00800
EVALUATION **OF A MICROCOMPUTER-BASED REMEDIAL READING** SYSTEM **FOR READING-DISABLED CHILDREN**
Author: HERFKENS, CAROLINA ADRIANA BERNARDINA
Degree: PH.D.
Year: **1989**
Corporate Source/Institution: THE UNIVERSITY OF CONNECTICUT (0056)
Source: VOLUME 50/11-A OF DISSERTATION ABSTRACTS INTERNATIONAL. PAGE 3463. 111 PAGES

EVALUATION **OF A MICROCOMPUTER-BASED REMEDIAL READING** SYSTEM **FOR READING-DISABLED CHILDREN**
Year: **1989**
Descriptors: **EDUCATION** , CURRICULUM AND **INSTRUCTION** ; **EDUCATION** , **TESTS** AND MEASUREMENTS; **EDUCATION** , TECHNOLOGY

The primary purpose of this research was the development and **evaluation** of a remedial reading software program for reading disabled children. **Computer** synthesized speech and voice-recognition were used **interactively** to **teach** word decoding skills and word **analysis** . The program **teaches** the sounds of 32 high-frequency two- and three-letter decoding units and gives the student practice in applying the units to decode 39 common words. The **instructional** sequences were designed to maximize the acquisition of sound-symbol associations and to prevent students...

...disabled boys between 8.0 and 11.8 years of age participated in the experimental **evaluation** of the software. All subjects were pretested on their **ability** to **read** the **Training** Words taught in the software program, and on their **ability** to **read** a list of Transfer Words (real and nonsense words) not taught in the program but...

...20 to the control condition. Twice a week, the experimental subjects received 30-45 minute **training** sessions with the new software. The average total **training** time per subject was 3.8 hours. Control subjects spent an equal number of hours practicing with a **computer** spelling program. After **training** was completed the **reading** **tests** were **readministered** .

Compared with control subjects, experimental subjects showed about a 20% greater gain at posttest for both **Training** and Transfer Words, and equally strong gains on nonsense and real Transfer Words. No experimental subject failed to improve from pre- to posttest on both **Training** and Transfer words. These results provide strong support for the effectiveness of this new approach to **teaching** decoding skills. The addition of voice-recognition and high-quality synthetic speech to software for the microcomputer promises greater **educational** efficiency and increased utilization by children with limited **reading** **skills** .

34/3,K/83 (Item 9 from file: 35)
DIALOG(R)File 35:Dissertation Abs Online

906492 ORDER NO: AAD86-01433
ACTIVATING CHILDREN'S METACOGNITIVE READING PROCESSES (COMPREHENSION **MONITORING, COGNITION**, TRAINING , **STUDY**, COMPUTER **-ASSISTED** INSTRUCTION **(CAI))**
Author: OFFUTT, JANE
Degree: PH.D.
Year: **1985**
Corporate Source/Institution: UNIVERSITY OF PITTSBURGH (0178)
Source: VOLUME 46/12-A OF DISSERTATION ABSTRACTS INTERNATIONAL. PAGE 3667. 210 PAGES

ACTIVATING CHILDREN'S METACOGNITIVE READING PROCESSES (COMPREHENSION **MONITORING, COGNITION**, TRAINING , **STUDY**, COMPUTER **-ASSISTED** INSTRUCTION **(CAI))**
Year: **1985**
Descriptors: **EDUCATION** , READING

The purpose of this study was to **examine** two **methods** for **teaching reading comprehension** . The traditional **method** required students to recognize main ideas and factual details. The experimental **method** required students to make decisions about the meaning of sentences and paragraphs. Forty 4th **grade** students in two elementary buildings carried out these reading activities at individual **computer** terminals.

ANCOVA measures indicated that the experimental group **scored** significantly higher on a standardized **test** of **reading comprehension** , on more difficult **passages** taken from an informal reading inventory, and on narrative **passages** taken from the **Interactive** Reading Assessment **System** . They also **scored** significantly higher on a measure of comprehension monitoring devised by the investigator. Correlation measures indicated that the experimental **method** effected a change in the relationship between comprehension and comprehension monitoring **processes** .

The outcome of this study indicated that reading activities which attempted to induce 4th-graders to engage in active processing seemed to improve their abilities to **learn** , remember, and **analyze** written information. Also, these active processing skills seemed to generate to a novel **testing** situation.

...

34/3,K/85 (Item 11 from file: 35)
DIALOG(R)File 35:Dissertation Abs Online

875644 ORDER NO: AAD85-00239
THE EFFECTS OF QUESTIONING-STRATEGY TRAINING **DELIVERED BY A** COMPUTERIZED **-TEXT** SYSTEM **ON THE COMPREHENSION, VOCABULARY, AND METACOGNITION OF THIRD** GRADE **STUDENTS**
Author: MACGREGOR, SUSAN KIM
Degree: ED.D.
Year: **1984**
Corporate Source/Institution: NORTH CAROLINA STATE UNIVERSITY AT RALEIGH (0155)
Source: VOLUME 46/01-A OF DISSERTATION ABSTRACTS INTERNATIONAL.
PAGE 63. 261 PAGES

THE EFFECTS OF QUESTIONING-STRATEGY TRAINING **DELIVERED BY A** COMPUTERIZED **-TEXT** SYSTEM **ON THE COMPREHENSION, VOCABULARY, AND METACOGNITION OF THIRD** GRADE **STUDENTS**
Year: **1984**
Descriptors: **EDUCATION** , CURRICULUM AND **INSTRUCTION**

The purpose of this study was to investigate the effects of questioning-strategy **training** delivered by a **computerized** -text **system** on the vocabulary, comprehension, and metacognition of third **grade** students. The subjects were 48 third **grade** students from an elementary school in the Wake County School **System** in North Carolina. The students were **categorized** as average or good readers based upon their total reading **score** on the Gates-MacGinitie **Reading Tests** . Subjects were blocked according to **reading ability** and randomly assigned to one of four treatment groups. Pre- and post- **tests** of comprehension, vocabulary, and metacognition were administered to all students.

In conjunction with the questioning-strategy **training** , the student in Groups 1, 2, and 3 read **passages** presented by **computerized** -text **systems** developed by the researcher. Group I received questioning-strategy **training** for clarification delivered by a **computerized** -text **system** with an **automated** dictionary. Group 2 received questioning-strategy **training** for focus of attention delivery by a **computerized** -text **system** which modeled questions and provided a natural language understanding interface the students used to ask questions that could be **answered** by the text. Group 3 received questioning-strategy **training** for both clarification and focus of attention delivered by a **computerized** -text **system** with an **automated** dictionary and the question modeling and understanding facility. Group 4 received no questioning-strategy **training** and read the **passages** on paper.

The data were **analyzed** using univariate **analysis** of covariance **procedures** . The results indicated that the questioning-strategy **training** had a significant positive effect on student vocabulary achievement and on the students' metacognition for vocabulary. The effect of the **training** on comprehension and metacognition for **comprehension** was not significant. In addition, **reading ability** had a significant effect on gains in comprehension, vocabulary, and metacognition for vocabulary. Average readers achieved greater gains than good readers. **Computer feedback** to student-generated questions was significantly correlated to gains in vocabulary and comprehension **scores** . There was a significant positive correlation between positive **feedback** and gains in vocabulary. Also, a significant positive correlation was found between negative **feedback** and gains in comprehension.

...

1/8/04

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Set     Items   Description
S1    5545222   SYSTEM? ?
S2     764576   METHOD? ?
S3    2673555   PROCESS??
S4    1012731   PROCEDURE?
S5    1205984   TUTOR? OR INSTRUCT? OR TEACH? OR DRILL?
S6    3260956   EDUCAT? OR LEARN? OR TRAIN? OR PEDAGOG?
S7     111308   READ?(5N)(SKILL? OR COMPREHEN? OR APTITUD? OR ABILIT? OR U-
             NDERSTAND? OR EXERCIS??? OR PRACTIC??? OR TEST? OR EXAM??????-
             ??)
S8    5240191   GRADE? ? OR GRADING OR EVALUAT? OR RATE? ? OR RATING OR AN-
             ALYS? OR ANALYZ? OR SCORE? ? OR SCORING
S9    1739024   TEST OR TESTS OR TESTED OR TESTING
S10    914451   INTERACTIVE? OR INTER()ACTIVE? OR FEEDBACK? OR FEED?()BACK
             OR CLOSED()LOOP OR CLOSEDLOOP
S11    580553   ADAPTIV? OR DYNAMIC?
S12   2010932   SUMMARY? OR SUMMARIE? OR SUMMARIS? OR SUMMERIZ? OR ANSWER?
             OR RESPONSE? ?
S13   1503848   SYNOPS? OR ABSTRACT? OR THUMBNAIL? OR BRIEF? OR PASSAGE? ?
S14    324321   ALGORITHM? OR WORKSTATION? OR WORK()STATION?
S15    740069   DESKTOP? OR DESK()(TOP OR TOPS) OR PROCESSOR? ?
S16    334862   AUTOMATED?
S17   3561967   COMPUTER? ?
S18     70790   CPU OR CENTRAL()PROCESS?()UNIT?
S19     98881   COMPUTERIS??? OR COMPUTERIZ???
S20     51889   COMPUTER()BASED OR COMPUTERBASED
S21   1231600   HIERARCH? OR TAXONOM? OR CATEGOR? OR CLASSIFY? OR CLASSIFI-
             CAT???
S22         0   IC=(G10L? OR G09B? OR G06K? OR G06F?)
S23    688859   CUSTOMIZ? OR CUSTOMIS? OR PERSONALIS? OR PERSONALIZ? OR (C-
             USTOM OR TAILOR)()(MADE OR MAKE?) OR INDIVIDUALIS? OR INDIVID-
             UALIZ?
S24      7996   S1:S4 AND S5:S6(5N)S7
S25       914   S1:S4(5N)S14:S20 AND S24
S26       271   S25 AND S8:S9 AND S10:S11 AND S12:S13
S27       167   S26 AND S21:S23
S28       271   S26:S27
S29        88   S28 AND S10:S11(5N)(S12:S13 OR S8:S9)
S30        78   S29 AND PY<2002
S31        71   RD (unique items)
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         (c) 2004 The Gale Group
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         (c) 2004 ProQuest Info&Learning
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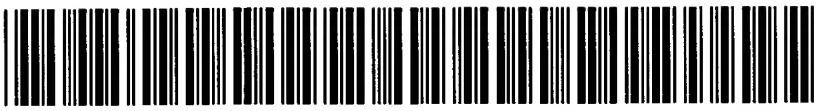

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